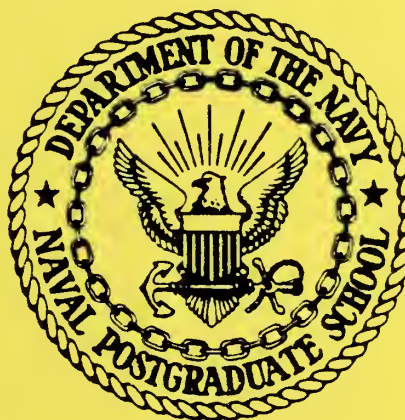


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# NAVAL POSTGRADUATE SCHOOL

## Monterey, California



Tactical Competency Survey  
PRETEST Data Base

by

LT. Francis K. Drogowski USN  
May 1983

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Prepared for:

Naval Postgraduate School, Monterey, California 93940  
and

Navy Personnel Research and Development Center,  
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Differentiation of Roles	Goal Displacement									
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BLK 19 Continued

Organizational Behavior	Rewards Systems
Peer Evaluation	Self Evaluation
Rewards Systems	Span of Control
Role Ambiguity	Stress
Role Conflict	Tactical Competency
Role Congruency	Time Distribution
Role Perceptions	Work Load Analysis

BLK 20 Continued

This Technical Report describes the Pretest survey vehicle administered randomly to five hundred (500) Air Warfare Officers to achieve the stated objective. Survey design, methodology, data obtained, computer programs written for data analyses, feedback in the form of relative comments obtained, and preliminary results of analysis are included.



## ABSTRACT

The Navy's primary mission is combat warfare in the defense of our country. To achieve this mission it is vital that Naval Officers in operational billets assigned to ships, submarines, aircraft squadrons and afloat staffs maintain the highest degree of readiness and tactical expertise. The objective of the present research was to identify those factors that a line officer perceives as enhancing or constraining his opportunity to learn and practice tactical employment of his weapons and combat systems.

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## I. INTRODUCTION

### A. BACKGROUND

The Navy's primary mission is combat warfare in the defense of our country. The tactical competence of the Navy's line officer is directly related to the achievement of its mission.

Improving tactical readiness was an issue discussed in meetings held in November and December 1981 attended by the Fleet CINC's, Type Commanders, numbered Fleet Commanders, and other principal operational commanders concerned with tactical development and training. Numerous suggestions for improving tactical readiness and training were proposed to the Chief of Naval Operations during the discussions following the November and December meetings.

In May of 1982, as Chief of Naval Operations, Admiral Thomas B. Hayward U.S.N. identified one of the major needs of the Navy as improving the tactical proficiency of the fleet. Admiral Hayward had desired to implement a tactics test for Naval Officers. It was Admiral Hayward's intention that the examination of Naval Tactics be required of officers who had been selected for promotion and that the test must be passed before a promotion could occur. The examination was not to influence the process for selecting an officer for promotion, but rather was to be a requirement of a selected officer. At that time it was not determined if the exam would be administered to only line officers or if the examined group would also include Staff Corps Officers (Medical, Dental, Judge Advocate General, Medical Services, Nurse, Supply, Chaplain, Civil Engineer Corps). (Bush, 1982 p. 1.)

As a result of recent meetings, the Office of the Chief of Naval Operations has directed that a survey be conducted to determine how line officers divide their time between various responsibilities.

## B. OBJECTIVE

The objective of this research was to gather raw data to identify factors that a line officer perceives as enhancing or constraining his opportunity to learn and practice tactical employment of his weapons and combat systems.

In order to achieve this objective a close-ended survey that could be self-administered was designed, pretested, and administered to a random sample of air warfare officers in operational billets throughout the Navy. Survey results should provide insights into how line officers in operational billets divide their time between various responsibilities as well as into the amount of time line officers assigned to ships, submarines, aircraft squadrons, and afloat staffs have to learn and practice tactical-employment procedures for their weapons and combat systems.

## II. METHODOLOGY

This chapter describes the population, sample characteristics, and data-collection vehicle.

### A. POPULATION

In order to be included within the population for this study, the following criteria were to be met:

1. Individual was on active duty in the United States Navy.
2. Individual was to be assigned to an operational billet as defined by BUPERS (Bureau of Naval Personnel).
3. Individual was to have qualified for at least one of the designators below:

1110	1125	1320
1115	1310	1325
1120	1315	

4. Individual was to have achieved the military rank of Captain (O-6), Commander (O-5), Lieutenant Commander (O-4), or Lieutenant (O-3).

Total population was determined by the Navy Personnel Research and Development Center, San Diego, California to consist of 7635 personnel.

The RANK-ASSIGNMENT distribution of the 7635 individuals that comprised the population is illustrated in Table 2-1.

### B. SAMPLE CHARACTERISTICS OF PRETEST

Having met the population criteria, a sample of 858 individuals were selected based on the following further restrictions:

TABLE 2-1  
RANK-ASSIGNMENT DISTRIBUTION (POPULATION)

RANK	STAFF	SHIP	SUB	SUB SQUADRON	TOTAL
0-6	134	120	10	1	265
0-5	235	512	190	320	1257
0-4	337	902	294	1212	2745
0-3	---	1151	548	1669	3368
TOTAL	706	2685	1042	3202	7635

1. Individuals having the designator other than 1310, 1315, 1320 and 1325 were suppressed from selection.
  2. Individuals of the military rank of Captain (0-6) were suppressed from the sample selection.
  3. Individuals of the military rank of Commander (0-5) and assigned to a STAFF operational billet were suppressed from sample selection.
  4. Individuals of the military rank of Lieutenant (0-3) and assigned to a STAFF operational billet were suppressed from sample selection.
- The RANK-ASSIGNMENT distribution of the 858 air warfare officers that comprised the sample for pretest is illustrated in Table 2-2.

#### C. THE INSTRUMENT

As indicated in the objective statement, the intent of this study was to gather raw data to process in further analysis, to identify those factors which a line officer perceives may enhance or constrain his opportunity to learn and practice tactical employment of his weapons and combat systems. The questionnaire used, included here as Appendix D, was developed by the author and CDR Martin Newman USN to measure perceptions of Naval Officers in operational billets in the following areas:

1. Workload
2. Feedback process (quantity, quality)
3. Communications process, system
4. Goal ambiguity, congruency, displacement
5. Role ambiguity, behavior, conflict, congruency
6. Time distribution among tasks and assignments



TABLE 2-2  
RANK-ASSIGNMENT DISTRIBUTION (SAMPLE)

RANK	STAFF	SHIP	SUB	AIR SQUADRON	TOTAL
0-6	---	---	---	---	0
0-5	---	67	0	27	94
0-4	33	61	0	256	350
0-3	---	100	0	314	414
TOTAL	33	228	0	597	858

7. Training received (quantity, quality, effectiveness)
8. Stress
9. Peer evaluation
10. Self-evaluation of effectiveness
11. Resource availability

Other possible areas of research and analysis covered in the questionnaire lie within Span of Control, Organizational Behavior, Motivation, and Differentiation of Roles.

The questionnaire was designed in late December 1982 and early January 1983 and was entitled Tactical Competency Survey. It consisted of a two-page cover letter (Appendix A), two pages of instructions (Appendix B and Appendix C), and the booklet of two hundred and two questions broken down into six parts (Appendix D). The six parts were

1. Background
2. Training
3. Workload
4. Organization
5. Resources
6. Comments

1. Cover Letter

The cover letter attached to the survey was written to fulfill several functions: to set the frame of reference, explain the purpose of the survey, and insure to the respondents the confidentiality of their responses. As noted by Stone (1978), respondents are likely to be more honest and open in their responses if they are convinced that their inputs will be kept anonymous.

## 2. Instructions

The two pages of instructions can be broken down into two parts. The first is a set of instructions that inform the respondent on how to complete the questionnaire and the second directs the respondent on how to return the completed questionnaire. By design, the questionnaire contained internal instructions and directions that were selectively placed within the questionnaire at key locations. The intent was to reduce the frustration to the individual respondents that normally occurs while working through a large questionnaire and to enhance the accuracy of selecting only applicable questions for answering.

## 3. Questionnaire Booklet Part I

Part I of the questionnaire, known as "Background", consists of 15 questions which can be answered straightforwardly and are non-threatening in nature. These questions allowed respondents to indicate Rank, Designator, Command, Billet type, Time in service, Current employment and tactically related Official Qualifications previously achieved. The data obtained in Part I is useful for the execution of specific comparative analyses.

## 4. Questionnaire Booklet Part II

Part II of the questionnaire, known as "Training", consists of 136 questions and are numbered from 16 to 151 in the questionnaire booklet (Appendix D). This part, being multi-dimensional, begins by soliciting respondent perceptions in the following related areas:

1. Extent of confidence that previous tactical experience adequately prepared the respondent for handling the tactical skill requirements of the current billet assigned.

2. Whether the respondent received formal-training, refresher-training, or indoctrination regarding specific job requirements enroute to newly assigned billets.
3. Effectiveness of the training received enroute to newly assigned billets.
4. Reasons why an individual respondent may not have received training enroute to a newly assigned billet if the respondent failed to receive formal training enroute to the present billet.
5. Whether an individual respondent has completed any of the formal tactical training courses currently taught by Tactics Training Group (TACTRAGRU), Fleet Combat Training Center (FLTCOMBATTRACEN), Surface Warfare Officer School (SWOS), and Fleet Tactical Training Group Pacific (FLTACTRAGRUPAC). Perceptions as to the effectiveness of the formal tactical training courses completed were obtained. Respondents not having completed the formal tactical training courses were asked not to evaluate the effectiveness of the courses and were instructed to proceed to the next set of instructions.
6. Whether a respondent has completed a military service college. Perceptions as to the effectiveness of the tactical curriculum content of each service college completed by the respondent were obtained. Individuals not having completed a service college were asked not to evaluate the effectiveness of the service colleges and instructed to proceed to the next set of questions.
7. Whether an individual respondent perceives that completing a formal tactical training curriculum should be a prerequisite for his present assigned billet.

After the collection of data and soliciting of perceptions of effectiveness in regards to formal training, Part II of the survey questionnaire changes its focus from formal training to computer-aided tactical training. Based upon individual respondent experience, an attempt was made to explore current perceptions held by the respondent as to the effectiveness of large computer-aided tactical trainers. Given that further development of computer-aided tactical trainers is probable, including the small table-top type, individuals rate the importance of various design-related characteristics. Numerous questions follow and generate data regarding the perceptions held by the respondents as to the availability of, and interest in seeing, further development particularly in small table-top-type tactical trainers.

Other areas covered within Part II include a measurement of present commands within the sample having an established Tactical Training Program. Included are the perceptions of how important it is to the respondent that his command have a formal Tactical Training Program.

Scale ordering in the form of task comparisons of five specific tasks is completed by the individual. The task areas Tactics, General Administration, Personnel and Navy Programs, Systems Technical Knowledge, and Officer Professional Qualification are compared by the respondent. The respondent's perception as to the priority placed on a particular task when compared to another task is solicited. From this scaling, perceptions of Role Ambiguity and Role Congruency are obtainable through analysis.



The individual is asked to scale order each of the tasks against another a total of three cyclic times. The first cycle gathers respondent perceptions in regards to how the command he is presently assigned to places priority on the completion of the two compared tasks. Cycles two and three gather the respondent perceptions once again but as how the respondent perceives the United States Navy places priority on the task completion and how he as a Naval Officer perceives what the task priority should be.

Part II of the survey questionnaire continues with yet another focus change. Data is sought pertaining to the availability, accessibility, and encouragement to review tactical documents within the individual's specific command. Individual perceptions obtained show how the respondent perceives that the use of tactical documents aid in his/her development of tactical competence. Data is gathered pertaining to the respondent's completion of, participation in, or observance of, specific tasks, that normally require the use of or familiarization with tactical documents. These tasks include but are not limited to:

1. Self review of tactical documents.
2. Briefing of a subject or subjects to a wardroom, higher authority, or cross-community which either discusses, explains, illustrates, reviews, or generates a tactical idea or document.
3. Independently or jointly contributing of a tactical idea or concept for inclusion in a tactical publication.
4. Attendance at an intra-warfare-community tactical discussion or symposium.

Perceptions as to the effectiveness of having completed a specific activity such as a formal correspondence course or having experience generated by the use of ashore tactical trainers are solicited. For respondents who directly participated in activities such as battle group or fleet exercises and informal command warfare games, perceptions as to the effectiveness of each in aiding in the development of an individual tactical competency are requested. The intent here is to obtain data on the perceptions currently held by individuals in operational billets as to the forementioned activities aiding in increasing tactical competence.

Data is also gathered by the use of peer evaluation. The individual respondent evaluates his peers of equal rank and of the same warfare community, as tacticians. The set scenario is that of a multi-threat-coordinated operations situation. Resource knowledge and skill are the variables considered for peer evaluation. Within the same subsection, data is gathered in the area of self-evaluation. The individual evaluates himself as a tactician in a multi-threat-coordinated operations situation. Resource knowledge and motivation are the two variables considered in this particular case.

The subject of tactical-exercise feedback is covered in Part II also. The questionnaire attempts to gather the perceptions of how the individual respondent perceives his opportunity to evaluate and analyze tactical-exercise feedback in terms of the following specific characteristics: Availability, clarity, quality, and quantity.

Individual perceptions are obtained on how the scheduling of specific activities affects the development of the individual's tactical

competency. Specific scheduling of activities include but are not limited to:

1. Independent Ship/Squadron exercises
2. Emergent requirements
3. Inspections/Re-Inspections
4. Co-ordinated operations

Included in Part II are questions asking the individual to rank-order on a scale of one (1) to nine (9) those activities which he perceives are deleted when an operational unit's schedule must be compressed because of schedule perturbations. Data is gathered near the conclusion of Part II on respondent perception as to whether there is sufficient time between Battle Group exercises to permit adequate feedback analysis and lessons learned for follow-on exercise planning.

Designated Warfare Officers are solicited for information as to whether they perceive that their demonstrated tactical competency should be included as a specific item on their annual fitness evaluation/report.

#### 5. Questionnaire Booklet Part III

Part III of the questionnaire, known as "Workload", consists of 32 questions and are numbered from 152 to 184 in the questionnaire booklet (Appendix D). Part III begins by gathering data regarding the individual respondent's time allocation of daily activities. All questions are to be answered by the individual based upon his operational schedule over the previous ninety (90) days. Questions are designed such that, through analysis, an aggregate work week can be determined for respondents at sea or in port. The analysis will show for each work category the total number of days per week as well as the hours per day.

Individual respondents are given a list of ten (10) job-related activities. These activities range from Primary Billet to Collateral Duties and from Training to Navy Program Management. The respondents are asked to rank-order the activities in terms of the amount of time they presently dedicate to each activity. Each respondent provides the analyst with his/her perception of appropriateness regarding the time distribution of each job-related activity. The individual is instructed to keep in mind the command's mission. Immediately following this string of questions, the respondent is asked to re-order the same job-related activities in terms of the amount of time that the respondent himself perceives that he should dedicate to each activity, once again keeping in mind the command's mission.

Briefly, in Part III the questionnaire returns to the task of collecting demographic data. The data obtained can be interpreted as respondent perception of the amount of time currently spent in the completion of the tasks ranked as number one (1) and number two (2) in the preceding rank-order.

Perceptions of being overworked and of overall contribution to productivity are solicited. Time availability for self-enhancement of tactical competency, encouragement to do so, prioritizing, and goal setting are a few of the areas covered within the remainder of Part III. To conclude Part III, respondents are asked to provide insight into how they perceive their present command and the Navy, in general, gives priority to the development of their tactical competency.

#### 6. Questionnaire Booklet Part IV

Part IV of the questionnaire, known as "Organization", consists of 15 questions and are numbered from 185 to 199 in the questionnaire



booklet (Appendix D). The tactical effectiveness of Navy Battle Groups based on accomplished operational objectives is addressed within Part IV. Various tactically relevant characteristics, such as coordination, tactical planning, execution, feedback, employment of assets, and organization are presented to gather respondent evaluations of the performance of Navy Battle Groups.

The ability and the opportunity to provide, and the receptiveness of higher authority to receive, information thought by the individual to be beneficial to tactical planning or execution of Battle Group Operations is discussed. Questions regarding future development and implementation of Navy-wide programs to develop tactical-competence skills are addressed prior to concluding Part IV.

#### 7. Questionnaire Booklet Part V

Part V of the questionnaire, covering "Resources", consists of 3 questions and are numbered from 200 to 202 in the questionnaire booklet (Appendix D). Personnel as a resource is addressed in Part V of the survey questionnaire.

Individual perceptions are obtained in regards to issues which have the potential to negatively affect the development of a command's tactical performance. Expectations of the extent to which tactically competent personnel will be assigned to work alongside the respondent are solicited.

#### 8. Questionnaire Booklet Part VI

The sixth part of the survey questionnaire booklet contains a comment sheet that allows the individual to include relevant remarks on the content of the overall subject-matter of the questionnaire. The



purpose of the questionnaire comment sheet is to collect information that may be used in support of analysis.

#### D. SURVEY METHOD

A duplicate set of mailing labels specifically naming the eight hundred and fifty-eight (858) individuals randomly selected was obtained from the Navy Personnel Research and Development Center, San Diego, California, on the 3rd of March 1983. The mailing labels contained the selectee's Name, Rank, and current unit mailing address. Of the 858 individuals randomly selected as the sample, five hundred (500) were further randomly selected to receive the questionnaire packet. Each questionnaire packet contained a Cover Letter, Instruction Set, Questionnaire Booklet, Comment Sheet (Appendix A-D), and postage-paid preaddressed return envelope. All questionnaires were mailed on the 18th of March 1983 from the Naval Postgraduate School Branch, U.S. Post Office.

The second set of mailing labels was used to mail a follow-up letter to the sampled individuals on the 24th of March 1983 (Appendix E). The intent of the follow-up letter was threefold. First, it was to politely remind the individuals of the request that they had received for valuable input into the area of Tactical Competency. Second, it was the intent of the author to motivate the individual who may have placed the survey aside with good intentions of finishing it at a later date to complete it promptly. Finally, the author desired to thank those individuals who had taken the time to complete the survey and had returned it previously.

### III. CREATION OF THE DATA BANK

This chapter describes the response rate achieved, method of data formatting, method of data verification, and decoding of the created data bank.

#### A. RESPONSE RATE

Of the five hundred questionnaires mailed on the 18th of March 1983, three hundred twenty-six (326) were returned as of the 3rd of April 1983 for a return rate of 65.02%. Of the three hundred twenty-six returned surveys, two hundred ninety-two (292) were found to be completed sufficiently to be considered acceptable for data inclusion. Thirty-four (34) returned surveys were immediately discarded for either of two reasons. The individuals desired not to complete the questionnaire and returned it, or the U. S. Post Office was unable to deliver the questionnaire to the address specified. In order to be acceptable for data inclusion, the author had set up two criteria. The criteria were first the survey had to be returned by the 3rd of April and, second, the survey had to be returned with at least 80% completed. After the entry of all responses selected by all the individuals who had met the previous two criteria, the second of the two criteria was increased from 80% to 95%. The reason for this change was an assured response rate of greater than 50% had been achieved. This action would create a more meaningful analysis in the future. As a result of the criteria being increased, six (6) surveys were deleted from the data bank.

The response rate of questionnaires satisfying both final criteria, returned before 03 April 1983 and 95% completed, was 57.02%, for a total of 286 usable surveys.

#### B. DATA ENTRY AND CODING METHOD

The method of data compiling into a data bank (Appendix F) was such that a key punch operator assigned to this project would physically enter each individual response circled on the pages of the returned questionnaire. Data was entered into a prescribed data pattern. The following method was used for determining entry of a selected response into the data pattern:

1. If the individual had selected two responses to a single question, both responses were disregarded and a missing-value indicator was assigned to the data field for that particular question.
2. If an individual failed to respond to a particular question, then a missing-value was assigned to the data field.
3. All alphanumeric responses selected by the individual were entered as an alphanumeric.
4. All numeric responses selected by the individual were entered as a numeric.
5. If the individual failed to complete a rank ordering, the entire rank ordering was entered as a string of missing value indicators.
6. If the individual failed to rank order properly, such as the failure to use a numeric one time in a given group of questions, the entire rank order was deleted. A string of missing value indicators were entered.

7. All questions answered with either a "Yes" or "No" response were entered as a "Y" or "N", respectively.

#### C. DATA VERIFICATION

Once all the data was entered from all returned surveys, those surveys that failed to meet the criterion of being 95% completed were deleted. A complete item by item review and check of the data was performed. This verification of data was performed by two individuals in the following manner. The first individual would read back the printed response coded in the data pattern to the second individual, who would verify the circled response in the appropriate returned survey booklet. It should be noted that, as data were being initially entered into the data field, each questionnaire booklet returned was assigned a number.

#### D. DECODING THE RAW DATA BANK

The format shown in TABLE 3-1 is to be used for decoding the data obtained from the questionnaire administered in the Tactical Competency Survey. The first three digits represent the number assigned to the returned survey questionnaire. This three-digit number will vary sequentially from 000 to 291. Missing sequential numbers are those numbers assigned to surveys which had been entered but were later deleted because of the increase in the previously explained data bank criteria. Once assigned the number will remain constant for all seven lines. The fourth digit assigned represents the line number and will vary from 1 to 7. The remaining entries indicate answers to the questions. The response record for each individual consisted of

seven (7) lines, as shown in TABLE 3-1. All data is entered with a blank space between answers. A single digit (1-9) was used to enter answers 140-148. A double digit (01-10) was used to enter answers 156-165 and 167-176. The symbol "&" was used when no answer was given or two answers were given to one question, except in the case where the symbol "&&" was used for the same purpose; however, this use was limited to questions 156-165 and 167-176. The symbol "A" was used when the response was 'Not Applicable' in questions 15 and 195.



TABLE 3-1

SAMPLE FIELD FOR AN INDIVIDUAL RECORD

[illegible]

- Key: A = Alphanumeric
- N = Single digit numeric
- NN = Double digit numeric

#### IV. PROGRAM FOR ANALYSIS

This chapter describes the program written to interface with the program software Statistical Package for the Social Sciences (SPSS).

##### A. PROGRAM DESCRIPTION

The computer program included in this Technical Report as Appendix "G" was written with the intent of assisting the user of the constructed Data Base (Appendix F) to obtain descriptive statistics such as means and variances, simple frequency distributions, cross-tabulations, simple correlations, partial correlations, analyses of variance, multiple regressions, scatter diagrams, factor analyses, canonical correlations, and Guttman scalings. By the execution of this program as written, individual frequency analyses are available immediately to the user. More complex statistical analyses are also possible through slight modification of the existing program.

The program consists of three (3) functional parts, which are completed in a prescribed sequence:

##### 1. Data Definition Cards

- A) Data List
- B) Input Medium
- C) Variable Labels (VAR LABELS)
- D) Value Labels
- E) Missing Values
- F) Print Formats
- G) IF Statements

## 2. Task-Definition Cards

### A) Frequency

## 3. Data Record

### A) Read Input data

The program begins by the use of the "DATA LIST" card which specifies that the data file is in a fixed-column binary-coded decimal (BCD) scheme, having seven (7) lines per case, and indicates the location of each variable on the seven (7) line response record for an individual. The establishing of variable names of eight characters or less is also accomplished by this card. Each of the two hundred and one (201) questions contained in the survey questionnaire is defined as an independent variable. Although at first glance there appear to be two hundred and two (202) questions in the designed survey booklet, it should be noted that question number 105 and question number 109 are identical. Question number 109 is not defined as a variable; however, the responses have been entered in the data bank for those users who may desire to include the data for analysis.

The "DATA LIST" card is constructed in such a way as to name a variable, read the data by specified line and specified column, and determine if the coded response is either an alphanumeric or numeric response. (See TABLE 4-1 for an example.)

Once a variable is completely identified by Name, Location (Row and Column), and Type (alphanumeric or numeric), this same procedure is followed for the second and all subsequent variables. The user of this program should be aware that he need not read all the records and variables, but those which are read must be read in sequential order, because of the limitations and design of the SPSS software.

TABLE 4-1

DATA LIST EXAMPLE

FIXED (7) / 1 GRADE 6 (A) DESIGN 8 (A)	
--	--

FIXED (7) = Seven (7) lines of data per individual (case) surveyed.

1 = Record line number one (1).

GRADE = Five-character name for question one (1).

6 = Data bank column six (6).

(A) = Alphanumeric response.

DESIGN = Six-character name for question two (2).

8 = Data bank column eight (8).

(A) = Alphanumeric response.

The INPUT MEDIUM selected for this program was disk since the data bank was originally constructed and stored on a separate disk file. Individuals requesting either a magnetic tape or punch-card deck of the data bank should contact the author (see Distribution List for address).

By use of the "VARIABLE LABELS" (VAR LABEL) cards, a permanently and fully documented description of each newly constructed variable is established. Variable labels cards have been grouped by use of "COMMENT" cards to assist the user in locating specific variables corresponding to specific desired questions. The cycle of Comment cards, Variable name, Variable labels and slash (/) is repeated until all two hundred and one (201) variable labels have been established.

By use of the "VALUE LABELS" card, each response selected to a specific question not only will be printed as an alphanumeric or numeric but will also include a brief identifier. This documentation has been added so as to enhance clarity of printed output. Each variable value has been defined on a separate line to allow user modification of this program without loss of a desired variable and defined selected response.

The twenty-nine (29) "IF" cards used within the program permit the researcher to generate variable transformations during execution. "MISSING VALUES" cards have been used because some of the cases may not normally have complete information for every variable. In order to allow the SPSS System to process files containing missing values, it was necessary to include two (2) missing value cards. The first is used to identify missing alphanumeric values, the second to identify missing numeric values.



The "PRINTS FORMATS" card included in the program informs SPSS on how a variable's values are to be printed on the output record. Since the majority of the raw input file (Data Bank) is read as an alphanumeric, a "PRINTS FORMATS" card is required. The reason for this requirement is that alphanumeric and numeric values are stored in different formats by the computer. SPSS assumes that the values are to be printed in numeric format unless instructed otherwise. The Read Input Data Card allows for the use and storage of the Data Bank external to the program.

The program has been executed on numerous occasions and has been found to be error-free. Frequency distributions of all variables have been obtained and are included in this Technical Report as Appendix H. Review of the frequency distributions generated provides a brief overview of the total sample's perception of each individual question.

## V. COMMENTS OBTAINED

### A. SELECTED REMARKS

Included within this Technical Report as "Appendix I" are selected comments that were obtained from the individuals who participated in this PRETEST. The comments included have been selected for content and have not been edited. They are provided to assist the user of this Technical Report in interpretation of the results of statistical analyses. Names have not been included to assure anonymity. The order of presentation is random.

APPENDIX A

SURVEY QUESTIONNAIRE COVER LETTER

19 March 1983

Sir,

During the past fifteen (15) years, we all have witnessed an extraordinary technical improvement in our Navy's sensors and weapons systems. In fact, this technical explosion has been so significant that we are now on the threshold of completely revolutionizing modern Naval Warfare. Our ships and aircraft have more warfighting capability today than ever before in the history of the Navy. Tactical exploitation of the environment has never been so vitally important or so complex.

Because of resource limitations we must focus our attention on the management of assets. It follows, therefore, that superior tactical management of forces in battle requires properly trained personnel, equipment that works, effective policies and well organized, clearly promulgated procedures. If we are going to be successful in a maritime engagement today, the cutting edge will be to maintain the tactical advantage. To gain this advantage we must be tactically competent.

Tactics is an art and tactical decisions are based on study, practical experience, tactical savvy and personal ingenuity. Tactical competence is a creative, cultivated process.

#### SURVEY PURPOSE

The purpose of this survey is to collect data on the perceptions of Warfare Officers in Operational Billets throughout the Navy. As a student at the Naval Postgraduate School completing a thesis on Tactical Competency I am interested in those factors which enhance or constrain your opportunity to become proficient in tactics. Perceptions of your workload, availability of training, quality of training, and availability of resources and their effects on the opportunity to become proficient in tactics are hereby solicited. Data received will be aggregated by rank and by type of assignment (Operational Staff, Ship, Air Squadron or Submarine).

Because of your grade and current assignment in the Fleet making tactical decisions right now, you have been randomly selected to participate in this survey. Although your reply is completely voluntary, I do solicit your frank and honest responses.

YOU ARE ASKED NOT TO INCLUDE YOUR NAME OR SERVICE NUMBER.

Since no individual respondent will be able to be identified in this survey/study the requirements of the Privacy Act do not apply. Any written comments which are received will be used to assist me in my analysis and will be summarized to support briefings/thesis reports without identifying the individual respondent in any way.

During pretesting it was noted that the average time to complete this survey was 45-60 minutes.

Questions or requests for additional information or a copy of the final analysis should be sent to:

LT Francis K. Drsgowski USN  
ATTN SMC # 2846  
Naval Postgraduate School  
Monterey, Calif. 93940  
AV 878-3039 or 878-3040

Sincerely,

Report symbol OPNAV 3000-2 has been assigned to this survey, which expires 31 August 1983.
---



APPENDIX B

INSTRUCTIONS FOR THE COMPLETION OF  
SURVEY QUESTIONNAIRE

IMPORTANT DIRECTIONS

How To Complete This Questionnaire

1. Please carefully read each question and all possible answers before choosing your response.
2. After selection of your response, mark your answer by CIRCILING the appropriate letter or number designator.
3. Be sure to select only one answer per question.
4. All responses should be clear and dark; avoid excessively wide response marks which may be interpreted as two responses to the same question.
5. Do not make stray marks of any kind within the survey booklet which may be interpreted as a response.
6. DO NOT print your service/social security number on any page.
7. DO NOT print your name on any page.
8. Finally, if you do not understand a question, please leave the answer space blank; however, it is most important that you try to answer each question as best you can.

APPENDIX C

QUESTIONNAIRE RETURN INSTRUCTIONS

Questionnaire Return Instructions

1. When you have completed the questionnaire, mail the QUESTIONNAIRE BOOKLET and COMMENT SHEET in the postage-paid envelope which was provided WITH this survey packet.
2. You may return the COMMENT SHEET and are encouraged to do so; however, I need only receive your COMPLETED QUESTIONNAIRE BOOKLET.
3. YOU have been randomly selected to participate in this survey because of your grade and billet. IF you cannot complete this questionnaire for any reason, place the QUESTIONNAIRE BOOKLET and COMMENT SHEET in the return envelope and drop it in the mail.
4. Please complete and mail the QUESTIONNAIRE BOOKLET and COMMENT SHEET within seven (7) days after you receive it.

## APPENDIX D

### SURVEY QUESTIONNAIRE



## QUESTIONNAIRE

## I. BACKGROUND

CIRCLE ONE RESPONSE in each of questions 1-11.

1. I have been selected for the following most senior grade:

- a. 0-7      c. 0-5      e. 0-3  
 b. 0-6      d. 0-4

2. My designator is

- a. 1110      d. 1125      g. 1320  
 b. 1115      e. 1310      h. 1325  
 c. 1120      f. 1315      i. other

3. My present command is assigned to the

- a. Atlantic Fleet  
 b. Pacific Fleet

4. My present command is

Staff

- a. Numbered Fleet (3rd, 7th, 2nd, 6th)  
 b. CARGRU  
 c. CPUDESGRU  
 d. PHIBGRU  
 e. SUBGRU  
 f. Carrier Air Wing (CAG)  
 g. DESRON  
 h. Mine Warfare  
 i. PHIBRON  
 j. SUBRON  
 k. PUNCWING  
 l. Other

Ship

- m. CV  
 n. LHA  
 o. CG/CD/DDG/FFG/FF  
 p. Submarine  
 q. Mine Warfare type  
 r. MLST type  
 s. AMPHIB type  
 t. Other

Air Squadron

- u. VA  
 v. VAO  
 w. VAW  
 x. VP  
 y. VP  
 z. VQ  
 0. VS  
 1. Helo  
 2. Other

5. My present job is

Staff

- a. Staff (in command)
- b. Chief of Staff/Chief Staff Officer
- c. OPS/Plans group
- d. Maint/Engineering group
- e. Weapons/Combat Systems group
- f. Communications group
- g. Readiness/Training group
- h. Tactics group
- i. Other staff

Ship/Sub/Air

- j. CC/XO
- k. OPS/Air OPS/Air Dept Head
- l. OPS/Air OPS/Air non-Dept Head
- m. Weapons/Combat Systems Dept Head
- n. Weapons/Combat Systems non-Dept Head
- o. Maint/Engineering Dept Head
- p. Maint/Engineering non-Dept Head
- q. Admin group
- r. Safety/NATOPS group
- s. First LT
- t. Navigator/Asst Nav
- u. Communications Officer
- v. Training Dept Head
- w. Training non-Dept Head
- x. Other

6. I have served in my present job

- a. less than 3 months
- b. greater than or equal to 3 months, less than 6 months
- c. greater than or equal to 6 months, less than 1 year
- d. greater than or equal to 1 year, less than 2 years
- e. greater than or equal to 2 years

7. In my present command, my most recent involvement has been in

- a. predeployment workup but not deployment or overhaul
- b. predeployment workup and deployment but not overhaul
- c. predeployment workup, deployment and overhaul
- d. deployment but not overhaul and predeployment workup
- e. deployment and overhaul but not predeployment workup
- f. overhaul but not predeployment workup and deployment
- g. overhaul and predeployment workup but not deployment
- h. postdeployment training cycle
- i. operations other than those listed above

8. My total active service is

- a. less than 5 years
- b. greater than or equal to 5 years, less than 10 years
- c. greater than or equal to 10 years, less than 15 years
- d. greater than or equal to 15 years, less than 20 years
- e. greater than or equal to 20 years, less than 25 years
- f. greater than or equal to 25 years

9. My command's current employment is

- a. deployed (does not include permanently deployed commands)
- b. permanently deployed command having completed all workup
- c. deployment workup, 3 months or less before deployment
- d. deployment workup, more than 3 months but less than 1 year before deployment
- e. deployment workup greater than 1 year before deployment
- f. shipyard overhaul
- g. assisting other commands with deployment workup
- h. postdeployment training cycle
- i. other than employments listed above

10. What percent of your total active service has been sea duty?

- a. Less than 25%
- b. Greater than or equal to 25%, less than 50%
- c. Greater than or equal to 50%, less than 75%
- d. Greater than or equal to 75%, less than 100%
- e. Equal to 100%

11. Which ONE of the following general work areas do you consider yourself to be most proficient in?

- a. Operations (OPS/Plans/Training)
- b. Maintenance/Engineering
- c. Combat Systems/Weapons
- d. Admin/Logistics
- e. Combination of A&B, B&C or A&C
- f. Combination of 'D' and one other
- g. Combination of 'D' and two others
- h. Other

(12-15) INDICATE THE tactically related OFFICIAL QUALIFICATIONS YOU have ACHIEVED.

ALWAYS indicate -YES- BY CIRCLING Yes.  
 Indicate -NO- BY CIRCLING No.  
 CIRCLE ONE RESPONSE in each of questions 12-15.

12. Command-at-Sea

Yes

No

13. Officer of the Deck--underway

Yes

No

14. Tactical Action Officer

Yes

No

15. Aviation Mission Commander

Yes

No

Not Applicable

## II. Training

Indicate response BY CIRCLING ONE LETTER

16. To what extent do you feel confident that your previous tactical experience adequately prepared you for handling the tactical skill requirements in your current job?

To a great extent                      To a moderate extent                      To no extent                      Tactical Skill Not Required.

A \_\_\_\_\_ B \_\_\_\_\_ C \_\_\_\_\_ D \_\_\_\_\_ E \_\_\_\_\_ // \_\_\_\_\_ F \_\_\_\_\_

17. Did you receive specific formal training enroute to your current job to either refresh or indoctrinate you regarding specific job requirements? (Circle answer)

Yes

No

If you responded YES to question 17, please proceed to question 19. If you responded NO to question 17, please proceed to question 18.

18. Since you responded -NO- to question 17, please indicate your reason for not receiving formal job-related training enroute.

- a. No seat available
- b. Unmatched class convening dates
- c. No time available
- d. No formal prerequisite training identified/required
- e. Inadequate available funding
- f. Other

**\*\* After your response to question 18, proceed to question 20**

19. Since you responded -YES- to question 17, how relevant was the formal training you received for your current job?

To a great extent                      To a moderate extent                      To no extent

A \_\_\_\_\_ B \_\_\_\_\_ C \_\_\_\_\_ D \_\_\_\_\_ E \_\_\_\_\_

CIRCLE ONE RESPONSE in each of questions 20-24.

(20-24) Have you completed any of the following formal tactical training courses?

20. Tactical Platform Coordination (TACTRAGRU 2week course)

Yes

No

21. Commander's Tactical Training (TACTRAGRU 4week course)

Yes

No

22. Staff Tactical Training (FLTCOMBATRACEN)

Yes

No

23. Tactical Action Officer (SWOS/FLTCOMBATRACEN)

Yes

No

24. Tactical Warfare Overview (FLTACTRAGRUPAC)

Yes

No

If you answered -NO- to ALL QUESTIONS 20-24, proceed to question 30.

(25-29) If you answered -YES- to ANY QUESTIONS 20-24, please EVALUATE THE EFFECTIVENESS OF THE TACTICAL CONTENT OF EACH COURSE YOU COMPLETED... RESPOND "NOT APPLICABLE" TO THOSE THAT YOU HAVE NOT COMPLETED AS INDICATED ABOVE IN 20-24. Was the provided friendly/threat information detailed enough to allow you to develop appropriate enough to tactical employment of your current command or Battle Group's Combat Systems?

CIRCLE ONE LETTER in each of questions 25-29.

25. Tactical Platform Coordination

Very Effective	Moderately Effective	Ineffective	Not Applicable
A _____	B _____	C _____	D _____
		E _____	F _____

26. Commander's Tactical Training

Very Effective	Moderately Effective	Ineffective	Not Applicable
A _____	B _____	C _____	D _____
		E _____	F _____

27. Staff Tactical Watch Officer

Very Effective	Moderately Effective	Ineffective	Not Applicable
A _____	B _____	C _____	D _____
		E _____	F _____

28. Tactical Action Officer

Very Effective	Moderately Effective	Ineffective	Not Applicable
A _____	B _____	C _____	D _____
		E _____	F _____

29. Tactical Warfare Officer

Very Effective	Moderately Effective	Ineffective	Not Applicable
A _____	B _____	C _____	D _____
		E _____	F _____



CIRCLE ONE RESPONSE in each of questions 30-34.

(30-34) Have you COMPLETED any of the FOLLOWING SERVICE COLLEGES?

30. Armed Forces Command and Staff

Yes

No

31. Navy War College (College of Naval Command & Staff, Intermediate Level)

Yes

No

32. Navy War College (College of Naval Command & Staff, Senior Level)

Yes

No

33. National War College

Yes

No

34. War College -- Other Service/Foreign

Yes

No

If you answered -NO- to ALL QUESTIONS 30-34, proceed to question 40.

(35-39) If you answered -YES- to ANY QUESTION 30-34, please EVALUATE THE EFFECTIVENESS OF THE TACTICAL CURRICULUM CONTENT OF EACH SERVICE COLLEGE COMPLETED... RESPOND "NOT APPLICABLE" TO THOSE THAT YOU HAVE NOT COMPLETED AS INDICATED ABOVE IN 30-34. Was the provided information detailed enough to allow you to develop appropriate concepts for the tactical employment of your current Command or Battle Group's Combat Systems?

CIRCLE ONE LETTER in each of questions 35-39.

35. Armed Forces Command and Staff

Very Effective	Moderately Effective	Ineffective	Not Applicable
A _____	B _____	C _____	D _____
			E _____
			F _____

36. Navy War College (Intermediate Level)

Very Effective	Moderately Effective	Ineffective	Not Applicable
A _____	B _____	C _____	D _____
			E _____
			F _____

37. Navy War College (Senior Level)

Very Effective	Moderately Effective	Ineffective	Not Applicable
A _____	B _____	C _____	D _____
			E _____
			F _____

38. National War College

Very Effective	Moderately Effective	Ineffective	Not Applicable
A _____	B _____	C _____	D _____
			E _____
			F _____

39. War College - Other Service/Foreign

Very Effective	Moderately Effective	Ineffective	Not Applicable
A _____	B _____	C _____	D _____
			E _____
			F _____

40. Do you perceive that completing a formal tactical training curriculum should be a prerequisite for your present job?  
(Circle Response)

Yes

No

CIRCLE ONE LETTER in each of questions 41-46.

(41-45) BASED UPON your EXPERIENCE, please EVALUATE the TACTICAL EFFECTIVENESS OF LARGE COMPUTER-AIDED TACTICAL TRAINERS in each of the areas below.

41. Realism of synthetic presentation

Very Effective		Moderately Effective		Ineffective
A	B	C	D	E

42. Reliability (op time vs inop time)

Very Effective		Moderately Effective		Ineffective
A	B	C	D	E

43. Feedback (data analysis)

Very Effective		Moderately Effective		Ineffective
A	B	C	D	E

44. Flexibility (program scenario, threat)

Very Effective		Moderately Effective		Ineffective
A	B	C	D	E

45. Real world application of training received

Very Effective		Moderately Effective		Ineffective
A	B	C	D	E

46. To what extent are you interested in seeing further development of computer-aided tactical trainers?

To a great extent		To a moderate extent		To no extent
A	B	C	D	E

CIRCLE ONE LETTER in each of questions 47-58.

(47-58) GIVEN FURTHER DEVELOPMENT OF COMPUTER-AIDED TACTICAL TRAINERS including small table-top-type, please RATE the IMPORTANCE OF each of the following DESIGN CHARACTERISTICS:

47. Realism of synthetic presentation

Highly Important	Moderately Important	Not Important
A _____	B _____	C _____
D _____	E _____	

48. Reliability (Op time vs inop time)

Highly Important	Moderately Important	Not Important
A _____	B _____	C _____
D _____	E _____	

49. Feedback (instant feedback capability during play)

Highly Important	Moderately Important	Not Important
A _____	B _____	C _____
D _____	E _____	

50. Reference index capability (identify applicable doctrine of NWP, TACMEMO, etc, e.g., page, paragraph, line number/illustration)

Highly Important	Moderately Important	Not Important
A _____	B _____	C _____
D _____	E _____	

51. Real world application

Highly Important	Moderately Important	Not Important
A _____	B _____	C _____
D _____	E _____	

52. Space/Maintenance requirements

Highly Important	Moderately Important	Not Important
A _____	B _____	C _____
D _____	E _____	

53. Program dimension flexibility (Single unit, Battle Group, Joint OPS Single-Multiple threat, multiple scenario, etc.)

Highly Important	Moderately Important	Not Important
A _____	B _____	C _____
D _____	E _____	

54. Local command programming ability (user/friendly)

Highly Important	Moderately Important	Not Important
A _____	B _____	C _____
D _____	E _____	

55. Interactive program (human vs. human play, human vs. computer play)

Highly Important	Moderately Important	Not Important
A _____	B _____	C _____
D _____	E _____	

56. Evaluation of individual performance

Highly Important	Moderately Important	Not Important
A _____	B _____	C _____
D _____	E _____	

57. User reaction time slaved to real-world expectations

Highly Important	Moderately Important	Not Important
A _____	B _____	C _____
D _____	E _____	

58. Set up / Disassembly-time

Highly Important	Moderately Important	Not Important
A _____	B _____	C _____
D _____	E _____	

59. Have you ever used table-top tactical games (small computer-aided war games, NAVTAG, any manual-type wargame) in your current command? (Circle response)

Yes

No

CIRCLE ONE LETTER in each of questions 60-62.

60. To what extent do you perceive that use of small table-top tactical wargames (wardroom-use type) will aid in developing an individual tactical competency level?

To a great  
extent

To a moderate  
extent

To no  
extent

Not  
Applicable

A \_\_\_\_\_ B \_\_\_\_\_ C \_\_\_\_\_ D \_\_\_\_\_ E \_\_\_\_\_ F \_\_\_\_\_

61. To what extent are you interested in seeing further development of table-top-type war games?

To a great  
extent

To a moderate  
extent

To no  
extent

A \_\_\_\_\_ B \_\_\_\_\_ C \_\_\_\_\_ D \_\_\_\_\_ E \_\_\_\_\_

62. To what extent are you interested in having table-top tactical war games made available for your use in your current command?

To a great  
extent

To a moderate  
extent

To no  
extent

A \_\_\_\_\_ B \_\_\_\_\_ C \_\_\_\_\_ D \_\_\_\_\_ E \_\_\_\_\_

63. Does your command have a Tactical Training Program? (Circle response)

Yes

No

64. How important is it to you that your command has a formal Tactical Training Program? (Circle response)

Very  
Important

Moderately  
Important

Not  
Important

A \_\_\_\_\_ B \_\_\_\_\_ C \_\_\_\_\_ D \_\_\_\_\_ E \_\_\_\_\_



For use in the next thirty (30) questions only, the following task descriptions are offered for clarity and common understanding.

### Tactics

Developing judgemental skills in effective employment of Command Weapons/Combat Systems.

### General Administration

Includes, but is not limited to, Recurring Reports, Correspondence, Instructions, Messages, etc.

### Personnel and Navy Program Management

Includes, but is not limited to, all personnel-related requirements and all programs, e.g., Drug, Alcohol, Leadership, Morale, EEO, etc.

### System Technical Knowledge

Includes, but is not limited to, requirements to be proficient regarding technical-systems understanding and all maintenance-systems-related work.

### Officer Professional Qualifications

Includes, but is not limited to, Warfare Qualifications, Aircraft Commander, Engineer, Officer of Watch, Command Qualifications, etc.

### Instructions

IF YOU PERCEIVE that the task on THE LEFT HAS GREATER NAVY PRIORITY THAN the task on THE RIGHT, CIRCLE 'A' or 'B'. IF YOU PERCEIVE that the task on THE RIGHT HAS GREATER NAVY PRIORITY THAN the task on THE LEFT, CIRCLE 'D' or 'E'. Note that BY CIRCLING 'C' YOUR PERCEPTION IS of EQUAL PRIORITY.

Note that the following scale will be used for the next thirty questions only.

### EXAMPLE

(LEFT TASK)		VERSUS		(RIGHT TASK)	
A	B	C	D	E	
SIGNIFICANTLY HIGHER	HIGHER	EQUAL	HIGHER	SIGNIFICANTLY HIGHER	

CIRCLE ONE LETTER in each of questions 65-74.

(65-74) please COMPARE the SAME TASK AREAS "IN TERMS OF YOUR PERCEPTION OF YOUR COMMAND'S PRIORITY":

65.

Tactics			General Admin	
A	B	C	D	E
Significantly Higher	Higher	Equal	Higher	Significantly Higher

66.

Tactics		Personnel and Navy Programs Management		
A _____	B _____	C _____	D _____	E _____
Significantly Higher	Higher	Equal	Higher	Significantly Higher

67.

Tactics			Systems Technical Knowledge	
A	B	C	D	E
Significantly Higher	Higher	Equal	Higher	Significantly Higher

68.

Tactics		Officer Professional Qualifications		
A _____	B _____	C _____	D _____	E _____
Significantly Higher	Higher ~	Equal	Higher	Significantly Higher

General Admin			Personnel and Navy Program Management	
A	B	C	D	E
Significantly Higher	Higher	Equal	Higher	Significantly Higher

70.

General Admin			Systems Technical Knowledge	
A	B	C	D	E
Significantly Higher	Higher	Equal	Higher	Significantly Higher

71.

General Admin		Officer Professional Qualification		
A _____	B _____	C _____	D _____	E _____
Significantly Higher	Higher	Equal	Higher	Significantly Higher

72. Personnel and System Technical Knowledge  
Navy Programs Management

A ----- B ----- C ----- D ----- E

Significantly Higher Higher Equal Higher Significantly Higher

Personnel and Navy Programs Management		Officer Professional Qualifications		
A	B	C	D	E
Significantly Higher	Higher	Equal	Higher	Significantly Higher

74.      Systems Technical Knowledge                  Officer Professional Qualifications

A \_\_\_\_\_ B \_\_\_\_\_ C \_\_\_\_\_ D \_\_\_\_\_ E \_\_\_\_\_

Significantly Higher      Higher      Equal      Higher      Significantly Higher

CIRCLE ONE LETTER in each of questions 75-84.

(75-84) please COMPARE EACH of the following TASK areas  
"IN TERMS OF YOUR PERCEPTION OF NAVY PRIORITY":

75.

Tactics			General Admin	
A _____ B _____ C _____ D _____ E				
Significantly Higher	Higher	Equal	Higher	Significantly Higher

76.            Tactics                                  Personnel and Navy Programs Management

A \_\_\_\_\_ B \_\_\_\_\_ C \_\_\_\_\_ D \_\_\_\_\_ E \_\_\_\_\_

Significantly Higher      Higher                      Equal                      Higher                      Significantly Higher

77.

Tactics			Systems Technical Knowledge	
A	B	C	D	E
Significantly Higher	Higher	Equal	Higher	Significantly Higher

Tactics		Officer Professional Qualifications		
A	B	C	D	E
Significantly Higher	Higher	Equal	Higher	Significantly Higher

General Admin			Personnel and Navy Program Management	
A	B	C	D	E
Significantly Higher	Higher	Equal	Higher	Significantly Higher



CIRCLE ONE LETTER in each of questions 85-94.

(85-94) Please COMPARE the SAME TASK AREAS "IN TERMS OF WHAT PRIORITY YOU PERCEIVE THEY SHOULD HAVE":

85.

Tactics			General Admin	
A	B	C	D	E
Significantly Higher	Higher	Equal	Higher	Significantly Higher

- 86.            Tactics                                  Personnel and Navy Programs Management

A ----- B ----- C ----- D ----- E

Significantly Higher      Higher              Equal              Higher              Significantly Higher

87.                      Tactics    Systems Technical Knowledge

                    A                      B                      C                      D                      E

Significantly                      Higher                      Equal                      Higher                      Significantly

Higher                      Higher                      Equal                      Higher                      Higher

88.            Tactics                                  Officer Professional Qualifications

A ----- B ----- C ----- D ----- E

Significantly Higher      Higher      Equal      Higher      Significantly Higher

89. General Admin Personnel and Navy Program Management

A B C D E

Significantly Higher Higher Equal Higher Significantly Higher



- 61

CIRCLE ONE RESPONSE in each of questions 95-97.

95. Are tactical documents (e.g. TACMEMOS, TACNOTES, NWP's, ATP's, etc.,) available within your command?

Yes

No

96. Are tactical documents accessible within your command?

Yes

No

97. Does your command encourage review of tactical documents?

Yes

No

98. To what extent do you perceive that use of tactical documents will aid you in developing your tactical competency? (Circle response)

To a great  
extent

To a moderate  
extent

To no  
extent

A \_\_\_\_\_ B \_\_\_\_\_ C \_\_\_\_\_ D \_\_\_\_\_ E

CIRCLE ONE RESPONSE in each of questions 99-109

(99-101) Have you EVER DONE ANY of the FOLLOWING TASKS INVOLVING TACTICAL DOCUMENTS?

99. Conducted a complete self-review of a TACPRO/NOTE or MEMO.

Yes

No

100. Conducted a brief of a tactical document (to a wardroom, higher authority, cross-community, or a classroom).

Yes

No

101. Contributed a tactical idea/concept that was considered for inclusion into a published tactical document.

Yes

No

(102-104) Have you ever ATTENDED AS AN OBSERVER  
any of the following?

102. Tactical symposium

Yes

No

103. Tactical Warfare Area committee meeting (Battle Group level)

Yes

No

104. Intra-warfare-community tactical discussion

Yes

No

(105-109) Have you ever PARTICIPATED IN  
any of the following?

105. Wardroom/Small-group informal tactical discussion

Yes

No

106. Tactical Symposium

Yes

No

107. Tactical Warfare Area Committee Meeting (Battle Group level)

Yes

No

108. Intra-warfare-community Warfare Discussion

Yes

No

109. Wardroom/Small group informal tactical discussion

Yes

No

CIRCLE ONE LETTER in each of questions 110-122

(110-122) To WHAT EXTENT DO you perceive that the FOLLOWING ACTIVITIES CURRENTLY AID in DEVELOPING YOUR TACTICAL COMPETENCY?

110. Informal tactical discussions

To a great extent	To a moderate extent	To no extent	Not Applicable
A _____	B _____	C _____	D _____
			E _____
			F _____

111. Formal tactical discussions (sponsored events)

To a great extent	To a moderate extent	To no extent	Not Applicable
A _____	B _____	C _____	D _____
			E _____
			F _____

112. Intra-warfare-community tactical discussions

To a great extent	To a moderate extent	To no extent	Not Applicable
A _____	B _____	C _____	D _____
			E _____
			F _____

113. Tactical correspondence courses

To a great extent	To a moderate extent	To no extent	Not Applicable
A _____	B _____	C _____	D _____
			E _____
			F _____

114. Tactical Document Review

To a great extent	To a moderate extent	To no extent	Not Applicable
A _____	B _____	C _____	D _____
			E _____
			F _____

115. Ashore tactical trainers

To a great extent	To a moderate extent	To no extent	Not Applicable
A _____	B _____	C _____	D _____
			E _____
			F _____

116. Informal command warfare games (table-top)

To a great extent	To a moderate extent	To no extent	Not Applicable
A _____	B _____	C _____	D _____
			E _____
			F _____

117. Tactical Symposiums (sponsored)

To a great extent	To a moderate extent	To no extent	Not Applicable
A _____	B _____	C _____	D _____
			E _____
			F _____

118. Tactical Warfare Area Committee Meetings at Battle Group level

To a great extent	To a moderate extent	To no extent	Not Applicable
A _____	B _____	C _____	D _____
			E _____
			F _____

119. Refresher Training (ORE/OEI)

To a great extent	To a moderate extent	To no extent	Not Applicable
A _____	B _____	C _____	D _____
			E _____
			F _____

120. Wing/Group ORE/OEI

To a great extent	To a moderate extent	To no extent	Not Applicable
A _____	B _____	C _____	D _____
			E _____
			F _____

121. Individual Ship Exercises (ISE)/Individual Squadron Exercises (Air)

To a great extent	To a moderate extent	To no extent	Not Applicable
A _____	B _____	C _____	D _____
			E _____
			F _____

122. Participation in a Battle Group or Fleet Exercise

To a great extent	To a moderate extent	To no extent	Not Applicable
A _____	B _____	C _____	D _____
			E _____
			F _____

CIRCLE ONE LETTER in each of questions 123-124

(123-124) RATE YOUR WARFARE COMMUNITY PEERS (same grade as yourself) AS TACTICIANS IN MULTI-THREAT-COORDINATED OPERATIONS in terms of the following

123. Resource Knowledge (familiarity with established doctrine).

- a. Some of the best - top 10%.
- b. Well above average - top 25%.
- c. Above average - top 50%.
- d. Below average - bottom 50%.
- e. Well below average - bottom 25%.
- f. Some of the poorest - bottom 10%.

124. Skill (execution of tactical knowledge)

- a. Some of the best - top 10%.
- b. Well above average - top 25%.
- c. Above average - top 50%.
- d. Below average - bottom 50%.
- e. Well below average - bottom 25%.
- f. Some of the poorest - bottom 10%.

CIRCLE ONE LETTER in each of questions 125-126

(125-126) RATE YOURSELF AS A TACTICIAN in MULTI-THREAT-COORDINATED OPERATIONS in terms of the following areas:

125. Resource Knowledge (familiarity with established doctrine)

- a. One of the best - top 10%.
- b. Well above average - top 25%.
- c. Above average - top 50%.
- d. Below average - bottom 50%.
- e. Well below average - bottom 25%.
- f. One of the poorest - bottom 10%.

126. Motivation (to become tactically competent)

- a. One of the best - top 10%.
- b. Well above average - top 25%.
- c. Above average - top 50%.
- d. Below average - bottom 50%.
- e. Well below average - bottom 25%.
- f. One of the poorest - bottom 10%.



127. Is tactical-exercise feedback made readily available to you within your command? (Circle response)

Yes

No

If you answered -YES- to question 127, proceed to question 128. If you answered -NO- to question 127, proceed to question 132.

CIRCLE ONE LETTER in each of questions 128-131

(128-131) Please EVALUATE YOUR OPPORTUNITY TO ANALYZE TACTICAL-EXERCISE FEEDBACK IN TERMS OF each of the FOLLOWING CHARACTERISTICS:

128. Availability of time during normal working hours

Considerable Adequate No time  
time available time available available

A \_\_\_\_\_ B \_\_\_\_\_ C \_\_\_\_\_ D \_\_\_\_\_ E

129. Clarity of feedback (how it is presented)

Considerably Understandable Confusing  
Understandable Understandable

A \_\_\_\_\_ B \_\_\_\_\_ C \_\_\_\_\_ D \_\_\_\_\_ E

130. Quality of feedback (appropriateness for further application)

High Moderate Low  
quality quality quality

A \_\_\_\_\_ B \_\_\_\_\_ C \_\_\_\_\_ D \_\_\_\_\_ E

131. Quantity of feedback

Excessive Sufficient Insufficient  
quantity quantity quantity

A \_\_\_\_\_ B \_\_\_\_\_ C \_\_\_\_\_ D \_\_\_\_\_ E

132. To what extent does your current operational schedule affect your opportunity to develop tactical competency? (Circle response)

To a great To a moderate To no Not  
extent extent extent Applicable

A \_\_\_\_\_ B \_\_\_\_\_ C \_\_\_\_\_ D \_\_\_\_\_ E F

CIRCLE ONE LETTER in each of questions 133-139.

(133-139) TO WHAT EXTENT DOES the SCHEDULING of the FOLLOWING ACTIVITIES AFFECT the DEVELOPMENT OF YOUR TACTICAL COMPETENCY?

133. Independent Ship/Squadron Exercises

To a great extent	To a moderate extent	To no extent	Not Applicable
A _____	B _____ C _____	D _____ E _____	F _____

134. Coordinated operations (not including Fleet Exercises)

To a great extent	To a moderate extent	To no extent	Not Applicable
A _____	B _____ C _____	D _____ E _____	F _____

135. Supporting Services availability

To a great extent	To a moderate extent	To no extent	Not Applicable
A _____	B _____ C _____	D _____ E _____	F _____

136. Emergent (arising unexpectedly) requirements by higher authority

To a great extent	To a moderate extent	To no extent	Not Applicable
A _____	B _____ C _____	D _____ E _____	F _____

137. Material readiness

To a great extent	To a moderate extent	To no extent	Not Applicable
A _____	B _____ C _____	D _____ E _____	F _____

138. Inspections

To a great extent	To a moderate extent	To no extent	Not Applicable
A _____	B _____ C _____	D _____ E _____	F _____

139. Re Inspections

To a great extent	To a moderate extent	To no extent	Not Applicable
A _____	B _____ C _____	D _____ E _____	F _____

CIRCLE ONE RESPONSE in each of questions 140-148.

(140-149) WHEN an OPERATIONAL UNIT'S SCHEDULE must be COMPRESSED because of schedule perturbations WHILE WORKING AGAINST a FIXED DATE, RATE the following nine ACTIVITIES IN the ORDER that YOU THINK THAT they WOULD BE DELETED.

1 (ONE) is the FIRST ACTIVITY TO BE DELETED and 9 (NINE) is the LAST. DO NOT USE THE SAME NUMBER FOR MORE THAN ONE ACTIVITY.

140. Inspections

1 2 3 4 5 6 7 8 9

141. Administrative requirements

1 2 3 4 5 6 7 8 9

142. Material/Administrative-related training

1 2 3 4 5 6 7 8 9

143. Ashore tactical related training

1 2 3 4 5 6 7 8 9

144. Independent Ship/Squadron-exercise training.

1 2 3 4 5 6 7 8 9

145. Battle-Group-level exercises / coordinated training

1 2 3 4 5 6 7 8 9

146. Fleet exercises

1 2 3 4 5 6 7 8 9

147. Scheduled Maintenance

1 2 3 4 5 6 7 8 9

148. Operational commitments

1 2 3 4 5 6 7 8 9

please take a few moments to review your last nine answers; insure that no duplicate numerical selections have been made.

149. Do you perceive that sufficient time between Battle Group/Fleet exercises is allocated to permit adequate feedback analysis? (Circle response)

Yes

No

150. Do you perceive that sufficient time between Battle Group/Fleet exercises is allocated to permit application of lessons learned to follow on exercise planning? (Circle response)

Yes

No

151. As a designated warfare officer, how important is it to you that basic knowledge regarding friendly/threat capabilities and demonstrated tactical competence regarding systems employment be identified as specific items on your FITREP? (Circle response)

- a. Essential. It is the most important factor in my profession.
- b. Extremely important, it is among the more critical aspects in my profession.
- c. Important, but not necessarily an item for specific FITREP comment
- d. Important, but not a factor in my present billet; therefore it shouldn't be commented on for everyone.
- e. Not important enough to mention on my FITREP.

III. Workload

CIRCLE ONE RESPONSE in each of questions 152-155.

(152-155) The FOLLOWING QUESTIONS REGARD WORK LOAD AND TIME ALLOCATION. IN SELECTING your RESPONSE, CONSIDER your OPERATING SCHEDULE OVER the PAST THREE MONTHS.

152. In your current job, how many HOURS PER DAY constitute your normal work load (AT-SEA/OPERATIONAL) ?

- a. Less than 8 hours
- b. Greater than or equal to 8, less than 9
- c. Greater than or equal to 9, less than 10
- d. Greater than or equal to 10, less than 11
- e. Greater than or equal to 11, less than 12
- f. Greater than or equal to 12, less than 13
- g. Greater than or equal to 13, less than 14
- h. Greater than 14 hours
- i. NOT APPLICABLE

153. In your current job, how many HOURS PER DAY constitute your normal work load (IN-PORT/NON-OPERATIONAL) ?

- a. Less than 8 hours
- b. Greater than or equal to 8, less than 9
- c. Greater than or equal to 9, less than 10
- d. Greater than or equal to 10, less than 11
- e. Greater than or equal to 11, less than 12
- f. Greater than or equal to 12, less than 13
- g. Greater than or equal to 13, less than 14
- h. Greater than 14 hours
- i. NOT APPLICABLE

154. In your current job, how many DAYS PER WEEK constitute your normal work week (AT SEA/OPERATIONAL) ?

- a. 1
- b. 2
- c. 3
- d. 4
- e. 5
- f. 6
- g. 7
- h. NOT APPLICABLE

155. In your current job, how many DAYS PER WEEK constitutes your normal work week (IN-PORT/NON-OPERATIONAL) ?

- a. 1
- b. 2
- c. 3
- d. 4
- e. 5
- f. 6
- g. 7
- h. NOT APPLICABLE

CIRCLE ONE RESPONSE in each of questions 156-165.

(156-165) Please RANK ORDER the ten job-related ACTIVITIES listed below IN TERMS OF THE AMOUNT OF TIME YOU DEDICATE TO EACH ACTIVITY in your current job.

In rank ordering use the following scale:

1st = (greatest amount of time)	6th
2nd	7th
3rd	8th
4th	9th
5th	10th

DO NOT USE THE SAME RANK FOR MORE THAN ONE ACTIVITY.

156. Primary billet (Division/Dept requirements)

1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th

157. Collateral duties/Special projects

1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th

158. Administrative requirements (message-drafting, general paper work, inspection preparations)

1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th

159. Training (operational, tactical development)

1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th

160. Training (non-operational, non-tactical)

1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th

161. Personnel management (discipline, counseling, record review, PQS, etc.).

1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th



162. Program management (drug/alcohol, EEO, boards, committees, meetings, etc.)

1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th

163. Material management

1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th

164. Watchstanding

1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th

165. Personal professional qualifications

1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th

Please take a few moments to review your last ten answers; insure that no duplicate numerical selections have been made.

166. In terms of your command's mission requirements, to what extent do you perceive the time distribution by job-related activity previously described by you in questions 156-165 to be appropriate? (Circle response)

To a great extent      To a moderate extent      To no extent

A \_\_\_\_\_ B \_\_\_\_\_ C \_\_\_\_\_ D \_\_\_\_\_ E

CIRCLE ONE RESPONSE in each of questions 167-176.

(167-176) Please RANK ORDER the ten job-related ACTIVITIES listed below IN TERMS OF THE AMOUNT OF TIME YOU PERCEIVE YOU SHOULD DEDICATE TO EACH ACTIVITY to support your command's mission:

In rank ordering use the following scale:

1st = (greatest amount of time)	6th
2nd	7th
3rd	8th
4th	9th
5th	10th

DO NOT USE THE SAME RANK FOR MORE THAN ONE ACTIVITY.

167. Primary billet (Division/Dept requirements)

1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th

168. Collateral duties/Special projects

1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th

169. Administrative requirements (message-drafting, general paper work, inspection preparations)

1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th

170. Training (operational, tactical development)

1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th

171. Training (non-operational, non-tactical)

1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th

172. Personnel management (discipline, counseling, record review, PQS, etc.).

1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th

173. Program management (drug/alcohol, EEO, boards, committees, meetings, etc.)

1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th

174. Material management

1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th

175. Watchstanding

1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th

176. Personal professional qualifications

1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th

Please take a few moments to review your last ten answers; insure that no duplicate numerical selections have been made.

CIRCLE ONE RESPONSE in each of questions 177-178.

177. In the job-related activity you ranked as NUMBER 1, how much time per day do you generally dedicate to that activity?

- a. Less than 30 minutes
- b. Greater than or equal to 30 minutes, less than 1 hour
- c. Greater than or equal to 1 hour, less than 2 hours
- d. Greater than or equal to 2 hours, less than 3 hours
- e. Greater than or equal to 3 hours, less than 4 hours
- f. Greater than or equal to 4 hours, less than 5 hours
- g. Greater than or equal to 5 hours, less than 6 hours
- h. Greater than or equal to 6 hours, less than 7 hours
- i. Greater than or equal to 7 hours, less than 8 hours
- j. Greater than or equal to 8 hours, less than 9 hours
- k. Greater than or equal to 9 hours, less than 10 hours
- l. Greater than or equal to 10 hours, less than 11 hours
- m. Greater than or equal to 11 hours, less than 12 hours
- n. Greater than or equal to 12 hours, less than 13 hours
- o. Greater than or equal to 13 hours, less than 14 hours
- p. Greater than 14 hours

178. In the job-related activity you ranked as NUMBER 2, how much time per day do you generally dedicate to that activity?

- a. Less than 30 minutes
- b. Greater than or equal to 30 minutes, less than 1 hour
- c. Greater than or equal to 1 hour, less than 2 hours
- d. Greater than or equal to 2 hours, less than 3 hours
- e. Greater than or equal to 3 hours, less than 4 hours
- f. Greater than or equal to 4 hours, less than 5 hours
- g. Greater than or equal to 5 hours, less than 6 hours
- h. Greater than or equal to 6 hours, less than 7 hours
- i. Greater than or equal to 7 hours, less than 8 hours
- j. Greater than or equal to 8 hours, less than 9 hours
- k. Greater than or equal to 9 hours, less than 10 hours
- l. Greater than or equal to 10 hours, less than 11 hours
- m. Greater than or equal to 11 hours, less than 12 hours
- n. Greater than or equal to 12 hours, less than 13 hours
- o. Greater than or equal to 13 hours, less than 14 hours
- p. Greater than 14 hours

CIRCLE ONE LETTER in each of questions 179-184.

179. In terms of the number of activities you must perform in your current job on a daily basis, to what extent do you perceive that you are overworked?

To a great extent      To a moderate extent      To no extent

A \_\_\_\_\_ B \_\_\_\_\_ C \_\_\_\_\_ D \_\_\_\_\_ E

180. In your current job, to what extent do you perceive that your overall productivity contributes to the achievement of your command's mission goals?

To a great extent      To a moderate extent      To no extent

A \_\_\_\_\_ B \_\_\_\_\_ C \_\_\_\_\_ D \_\_\_\_\_ E

181. To what extent do you perceive you have sufficient time available to develop your tactical competency?

To a great extent      To a moderate extent      To no extent

A \_\_\_\_\_ B \_\_\_\_\_ C \_\_\_\_\_ D \_\_\_\_\_ E

182. To what extent does your command encourage you to develop tactical concepts?

To a great extent      To a moderate extent      To no extent

A \_\_\_\_\_ B \_\_\_\_\_ C \_\_\_\_\_ D \_\_\_\_\_ E

183. To what extent do you perceive that YOUR COMMAND gives priority to developing your tactical competency?

To a great extent      To a moderate extent      To no extent

A \_\_\_\_\_ B \_\_\_\_\_ C \_\_\_\_\_ D \_\_\_\_\_ E

184. To what extent do you perceive THE NAVY gives priority to developing tactical competency?

To a great extent      To a moderate extent      To no extent

A \_\_\_\_\_ B \_\_\_\_\_ C \_\_\_\_\_ D \_\_\_\_\_ E

#### IV. Organization

185. To what extent do you perceive that Navy Battle Groups are being tactically effective in accomplishing operational objectives?

To a great extent	To a moderate extent	To no extent	Not Applicable
A _____	B _____	C _____	D _____
			E _____
			F _____

CIRCLE ONE RESPONSE in each of questions 186-192.

(186-192) Please RATE YOUR PERCEPTION OF NAVY BATTLE GROUPS' PERFORMANCE IN TERMS OF each of THE FOLLOWING TACTICAL CHARACTERISTICS:

186. Coordination (INTERNAL-ORGANIC Battle Group Units)

Strong	Sufficient	Weak	Not Applicable
A _____	B _____	C _____	D _____
			E _____
			F _____

187. Tactical planning

Strong	Sufficient	Weak	Not Applicable
A _____	B _____	C _____	D _____
			E _____
			F _____

188. Execution

Strong	Sufficient	Weak	Not Applicable
A _____	B _____	C _____	D _____
			E _____
			F _____

189. Coordination (EXTERNAL-NON-ORGANIC Battle Group units e.g., a P3 is non-organic but still must coordinate with Battle Group.)

Strong	Sufficient	Weak	Not Applicable
A _____	B _____	C _____	D _____
			E _____
			F _____

190. Feedback

Strong	Sufficient	Weak	Not Applicable
A _____	B _____	C _____	D _____
			E _____
			F _____



191. Tactical employment of assets

Strong	Sufficient	Weak	Not Applicable
A_____	B_____	C_____	D_____E_____F_____

192. Organization (clarity, mutual understanding of goal/mission, awareness at unit level)

Strong	Sufficient	Weak	Not Applicable
A_____	B_____	C_____	D_____E_____F_____

193. Do you perceive that there should be a Navy-wide program to develop our officer's tactical-competency skills? (Circle response)

Yes No

194. If you are a surface warfare officer or a submarine warfare officer, please indicate the extent of your support for the Navy's implementing a program akin to the OPPE/ORSE but designed to focus on combat systems? (Circle response)

To a great extent	To a moderate extent	To no extent	Not Applicable
A_____	B_____	C_____	D_____E_____F_____

195. If you have operated as a member of a Battle Group within the past two years, please indicate if that Battle Group had tactical Warfare Area Committees? (Circle response)

Yes No Not Applicable

CIRCLE ONE RESPONSE in each of questions 196-199.

196. If you answered -YES- to question number 195, please rate to what extent you perceive the Warfare Committee's contribution was/is to the Battle Group's tactical effectiveness. If you answered -NO- to question number 195 circle NOT APPLICABLE.

To a great extent	To a moderate extent	To no extent	Not Applicable
A_____	B_____	C_____	D_____E_____F_____

197. If you have operated as a member of a Battle Group within the past two years as a CO, XO, or Operations Dept Head of a ship or squadron, to what extent were you solicited regarding tactical issues at the Battle Group level?

To a great extent	To a moderate extent	To no extent	Not Applicable
A_____	B_____	C_____	D_____E_____F_____

198. If you have been in command of a fleet operating unit within the past two years, to what extent do you perceive you had sufficient control over your command's activities, to accomplish your command's tactical-development goals?

To a great extent	To a moderate extent	To no extent	Not Applicable
A_____	B_____	C_____	D_____E_____
			F

199. If you have been in command of a fleet operating unit within the past two years, to what extent was your immediate supervisor supportive of your efforts to tactically develop your command?

To a great extent	To a moderate extent	To no extent	Not Applicable
A_____	B_____	C_____	D_____E_____
			F

V. Resources

CIRCLE ONE RESPONSE in each of questions 200-202.

200. To what extent do officer job changes within your command (PCS, TAD, individual qualification requirements, promotional requirements, etc.) hinder your command's tactical performance?

To a great extent	To a moderate extent	To no extent
A_____	B_____	C_____D_____E_____

201. To what extent is tactical competency necessary in the performance of your current job?

To a great extent	To a moderate extent	To no extent
A_____	B_____	C_____D_____E_____

202. In your current job, to what extent are tactically competent personnel being assigned to work with you?

To a great extent	To a moderate extent	To no extent
A_____	B_____	C_____D_____E_____

Tactical Competence Survey Comments

To aid in further analysis and interpretation, I would like your candid comments which may help explain your earlier responses in this questionnaire or bring out areas that were omitted. Specific comments regarding WHAT HELPS OR HINDERS YOU - OR OTHERS IN THE FLEET--IN THE DEVELOPMENT OF YOUR SKILLS IN INTEGRATIVE TACTICS is desired.

Your comments may be used to support statistical analysis. By not including your name, you assure your anonymity.

Please include this page with your answers and mail it in the envelope provided. Thank you for your assistance.

Grade (circle one):            O-7   O-6   O-5   O-4   O-3  
 Command Type (circle one)    Staff,   Ship,  
                                  Submarine,  
                                  Air Squadron

Billet: \_\_\_\_\_

Comments:

Comments continued:

APPENDIX E

FOLLOW-UP LETTER TO SURVEY QUESTIONNAIRE

26 March 1983

Sir,

Because of your military rank and present billet assignment you were randomly selected to receive a questionnaire entitled "Tactical Competency Survey". The questionnaire was mailed to you at this address on the 21st of March 1983. The sample population in which you were part of was extremely small, therefore it is essential that individuals selected return the completed survey questionnaire.

If you have received the questionnaire, completed it and have mailed it back, I wish to take this opportunity to thank you for your cooperation in this project. If you have received the questionnaire and have not yet completed it, please take the estimated 30-45 minutes to complete the questionnaire and return it promptly. The success of this project depends heavily upon your cooperation. Tabulation and analysis of data received is scheduled to begin shortly. Once again Thank You for your cooperation.

Sincerely,



## APPENDIX F

### PRETEST DATA BANK



[illegible]



[illegible]

[illegible]



[illegible]



[illegible]

006865	B	D	D	7	3	2	1	5	6	4	8	9	N	C	G	C	E	C	01	09	02	07	06	03	05	04	08	10
006866	D	01	D	05	06	02	02	03	09	09	10	04	08	07	07	C	E	G	01	09	02	07	06	03	05	04	08	10
006867	D	01	D	05	06	02	02	03	09	09	10	04	08	07	07	C	E	G	01	09	02	07	06	03	05	04	08	10
006868	D	01	D	05	06	02	02	03	09	09	10	04	08	07	07	C	E	G	01	09	02	07	06	03	05	04	08	10
006869	D	01	D	05	06	02	02	03	09	09	10	04	08	07	07	C	E	G	01	09	02	07	06	03	05	04	08	10
006870	D	01	D	05	06	02	02	03	09	09	10	04	08	07	07	C	E	G	01	09	02	07	06	03	05	04	08	10
006871	D	01	D	05	06	02	02	03	09	09	10	04	08	07	07	C	E	G	01	09	02	07	06	03	05	04	08	10
006872	D	01	D	05	06	02	02	03	09	09	10	04	08	07	07	C	E	G	01	09	02	07	06	03	05	04	08	10
006873	D	01	D	05	06	02	02	03	09	09	10	04	08	07	07	C	E	G	01	09	02	07	06	03	05	04	08	10
006874	D	01	D	05	06	02	02	03	09	09	10	04	08	07	07	C	E	G	01	09	02	07	06	03	05	04	08	10
006875	D	01	D	05	06	02	02	03	09	09	10	04	08	07	07	C	E	G	01	09	02	07	06	03	05	04	08	10
006876	D	01	D	05	06	02	02	03	09	09	10	04	08	07	07	C	E	G	01	09	02	07	06	03	05	04	08	10
006877	D	01	D	05	06	02	02	03	09	09	10	04	08	07	07	C	E	G	01	09	02	07	06	03	05	04	08	10
006878	D	01	D	05	06	02	02	03	09	09	10	04	08	07	07	C	E	G	01	09	02	07	06	03	05	04	08	10
006879	D	01	D	05	06	02	02	03	09	09	10	04	08	07	07	C	E	G	01	09	02	07	06	03	05	04	08	10
006880	D	01	D	05	06	02	02	03	09	09	10	04	08	07	07	C	E	G	01	09	02	07	06	03	05	04	08	10
006881	D	01	D	05	06	02	02	03	09	09	10	04	08	07	07	C	E	G	01	09	02	07	06	03	05	04	08	10
006882	D	01	D	05	06	02	02	03	09	09	10	04	08	07	07	C	E	G	01	09	02	07	06	03	05	04	08	10
006883	D	01	D	05	06	02	02	03	09	09	10	04	08	07	07	C	E	G	01	09	02	07	06	03	05	04	08	10
006884	D	01	D	05	06	02	02	03	09	09	10	04	08	07	07	C	E	G	01	09	02	07	06	03	05	04	08	10
006885	D	01	D	05	06	02	02	03	09	09	10	04</																



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## APPENDIX G

### COMPUTER PROGRAM FOR ANALYSES

# DATA LIST

FIXED (7) /1 GRADE 6 (A) DESIG 8 (A) COAST 10 (A)  
 COMM 12 (A) JOB 14 (A) TJOB 16 (A) INVOL 18 (A)  
 ACSER 20 (A) CUREM 22 (A) PERSEADU 24 (A) GPROF 26 (A)  
 COMATSEA 28 (A) CODUNWAY 30 (A) TAOQUAL 32 (A)  
 AVMICOM 34 (A) CONF 36 (A) SPFTRAEN 38 (A) RFNRFTTRA 40 (A)  
 RELOPTRA 42 (A) TPCCRS 44 (A) CTTCRS 46 (A) STTCRS 48 (A)  
 TAOGRS 50 (A) TWOGRS 52 (A) TPCCRSEV 54 (A) CTTCRSEV 56 (A)  
 STTCRSEV 58 (A) TAOGRSEV 60 (A) TWOGRSEV 62 (A)  
 AFCSSC 64 (A) NWCISC 66 (A) NWCSSC 68 (A) NAWCSC 70 (A)  
 WCSC 72 (A)  
 /2 AFCSSCEV 6 (A) NWCISCSEV 8 (A) NWCSSCEV 10 (A)  
 NAWCSCSEV 12 (A) WCSCSEV 14 (A) FETTFJ 16 (A)  
 EFLCTTR 18 (A) EFLCTTRE 20 (A) EFLCTTF 22 (A) EFLCTTFL 24 (A)  
 EFLCTTRW 26 (A) IIFDCIT 28 (A) RIDCSCR 30 (A)  
 RIDCSCRF 32 (A) RIDCSCF 34 (A) RIDCSCRF 36 (A) RIDCSCRW 38 (A)  
 RIDCSCSM 40 (A) RIDCSCPF 42 (A) RIDCSCLP 44 (A)  
 RIDCSCIP 46 (A) RIDCSCF 48 (A) RIDCSCUR 50 (A) RIDCSCSD 52 (A)  
 PEUSCAG 54 (A) UTDTIT 56 (A) IIFDTT 58 (A)  
 IITTAC 60 (A) CHIT 62 (A) RIOCFT 64 (A) CPCTGA 66 (A)  
 CPCTPNPM 68 (A) CPCTSTK 70 (A) CPCTOPQ 72 (A)  
 /3 CFCGAPNP 6 (A) CFCGASTK 8 (A) CPCGAOPQ 10 (A)  
 CPCPNPST 12 (A) CPCPNPOP 14 (A) CPCSTKOP 16 (A)  
 NPCIGA 18 (A) NECTPNPM 20 (A) NPCTSTK 22 (A) NECTOPQ 24 (A)  
 NPGGAPNP 26 (A) NPGGASTK 28 (A) NPGGAOPQ 30 (A)  
 NPCPNPST 32 (A) NPCPNPOP 34 (A) NPCSTKOP 36 (A)  
 IPCIGA 38 (A) IECTPNPM 40 (A) IECTSTK 42 (A) IECTOPQ 44 (A)  
 IPCGAPNP 46 (A) IPCGASTK 48 (A) IPCGAOPQ 50 (A)  
 IPCPNPST 52 (A) IPCPNPOP 54 (A) IPCSTKOP 56 (A)  
 TDAWC 58 (A) TDACWC 60 (A) TERCE 62 (A) IPTDADTC 64 (A)  
 SRTD 66 (A) BTD 68 (A) CTD 70 (A) ATS 72 (A)  
 /4 ATWACH 6 (A) AINCTD 8 (A) PWSITD 10 (A) PJS 12 (A)  
 FTWACH 14 (A) PINCWD 16 (A) IPITDDTC 20 (A) IPFIDDDTC 22 (A)  
 IPIWDDTC 24 (A) IPTCCDEC 26 (A) IPTDRDTC 28 (A)  
 IPATIDTC 30 (A) IPICGDTC 32 (A) IPTSDTC 34 (A)  
 IPTCMDTC 36 (A) IPTDTC 38 (A) IPVGDTC 40 (A)  
 IPISEDTC 42 (A) IPPBGDTC 44 (A) IRWCPEK 46 (A)  
 IRWCPS 48 (A) IRSRK 50 (A) ISM 52 (A) ROTEFWC 54 (A)  
 IOATEFAT 56 (A) IOATEFCL 58 (A) IOATEFOA 60 (A)  
 IOATEFOU 62 (A) OSSEODTC 64 (A) ISSEADTC 66 (A)  
 COADTC 68 (A) SSAADTC 70 (A) ERADTC 72 (A)  
 /5 MFAADTC 6 (A) IADTC 8 (A) RIADTC 10 (A) SCDICD 12 (A)  
 SCDARCD 14 (A) SCDMATCD 16 (A) SCDTRICD 18 (A) SCDISTCD 20 (A)  
 SCDBGECD 22 (A) SCDFECD 24 (A) SCDSCD 26 (A) SCDOCCD 28 (A)  
 IBGEAF 30 (A) IBGEALL 32 (A) IBKSPR 34 (A)  
 HPDASWL 36 (A) HEDIPWL 38 (A) DPWFLAT 40 (A)  
 EPWFLIP 42 (A) ROTAPBP 44-45 (A) ROTACDE 47-48 (A)  
 ROTAARE 50-51 (A) ROTATTP 53-54 (A) ROTANTTP 56-57 (A)  
 ROTAPEMP 59-60 (A) ROTAPRM 62-63 (A) ROTAMM 65-66 (A)  
 RCTAMP 63-69 (A) ROTAPBP 71-72 (A)  
 /6 APROTA 6 (A) ROTAPBD 8-9 (A) ROTACDD 11-12 (A)  
 ROTAARD 14-15 (A) ROTATED 17-18 (A) ROTANTTD 20-21 (A)  
 ROTAPEND 23-24 (A) ROTAPRM 26-27 (A) ROTAMMD 29-30 (A)  
 ROTAWD 32-33 (A) ROTAPPD 35-36 (A) IPDIHNO 38 (A)  
 IPDIHNT 40 (A) IPOBOW 42 (A) IPOPCACG 44 (A) IPSTADTC 46 (A)  
 IPCEDTC 48 (A) IPCGDTC 50 (A) IPNGPDTC 52 (A)  
 NBGTEAOO 54 (A) IPBGPCOR 56 (A) IPBGPTP 58 (A)  
 IPBGPEX 60 (A) IPBGPCNO 62 (A) IPBGPEE 64 (A)  
 IPBGTEA 66 (A) IPBGPORG 68 (A) IPNWPDT 70 (A)  
 ISOOPPE 72 (A)  
 /7 ICTYEGC 6 (A) EIPBGWCC 8 (A) CXODHSTI 10 (A)  
 COSCCTDG 12 (A) CISSEIDC 14 (A) OJCHCTP 16 (A)  
 TCNFCJ 18 (A) TCPAWWY 20 (A)

## INPUT MEDIUM

DISK

COMMENT  
 COMMENT  
 COMMENT  
 VAR LABELS

SECTION I (BACKGROUND DATA)  
 QUESTIONS THIS SECTION 1-17  
 QUESTION 1-17

GRADE, INDIVIDUALS' MOST SENIOR GRADE SELECTED/  
 DESIG, DESIGNATOR/  
 COAST, ASSIGNED COAST/  
 COMM, . PRESENT COMMAND/

JOB, PRESENT JCB OR BILLET ASSIGNED/  
 TJOB, TIME IN PRESENT JOB OR BILLET/  
 INVCL, COMMANDS MOST RECENT INVOLVEMENT/  
 ACSER, TIME IN ACTIVE SERVICE/  
 CUREM, CCMMANDS CURRENT EMPLOYMENT/  
 PERSEADU, PERCENT SEA DUTY/  
 GPROF, OVERALL MOST PROFICIENT WORK AREA/  
 COMATSEA, NUMBER OF INDIVIDUALS' HAVING ACHIEVED  
 COMMAND AT SEA QUALIFICATION/  
 OODUWAY, NUMBER OF INDIVIDUALS' HAVING ACHIEVED  
 OFFICER OF THE DECK UNDERWAY QUALIFICATION/  
 TAOQUAL, NUMBER OF INDIVIDUALS' HAVING ACHIEVED  
 TACTICAL ACTION OFFICER QUALIFICATION/  
 AVMICOM, NUMBER OF INDIVIDUALS' HAVING ACHIEVED  
 AVIATION MISSION COMMANDER QUALIFICATION/

COMMENT  
 COMMENT  
 COMMENT  
 VAR LABELS

SECTION II (TRAINING)  
 QUESTIIONS THIS SECTION 16-151  
 QUESTION 16-19

CONF, CONFIDENCE IN PREVIOUS TACTICAL EXPERIENCE  
 IN DEALING WITH PRESENT TACTICAL RELATED JOB/  
 SPFTRAEN, BREAKDOWN OF INDIVIDUALS' RECEIVING SPECIFIC  
 FORMAL TRAINING ENROUTE TO CURRENT JOB/  
 RPNRFTRA, REASON FOR NOT RECEIVING FORMAL TRAINING EN-  
 ROUTE TO PRESENT JOB/  
 RELOFTRA, RELEVENCE OF FORMAL TRAINING RECEIVED EN-  
 ROUTE TO PRESENT JOB/

COMMENT  
 VAR LABELS

QUESTION 20-24  
 TPCCRS, NUMBER OF INDIVIDUALS' COMPLETING  
 TACTICAL PLATFORM COORDINATION COURSE/  
 CTTCRS, NUMBER OF INDIVIDUALS' COMPLETING  
 COMMANDER'S TACTICAL TRAINING COURSE/  
 STTCRS, NUMBER OF INDIVIDUALS' COMPLETING  
 STAFF TACTICAL TRAINING COURSE/  
 TAOCRS, NUMBER OF INDIVIDUALS' COMPLETING  
 TACTICAL ACTION OFFICER COURSE/  
 TWOCRS, NUMBER OF INDIVIDUALS' COMPLETING  
 TACTICAL WARFARE OVERVIEW COURSE/

COMMENT  
 VAR LABELS

QUESTION 25-29  
 TPCCRSEV, INDIVIDUAL'S EFFECTIVENESS EVALUATION OF  
 TACTICAL PLATFORM COORDINATION COURSE/  
 CTTCRSEV, INDIVIDUAL'S EFFECTIVENESS EVALUATION OF  
 COMMANDER'S TACTICAL TRAINING COURSE/  
 STTCRSEV, INDIVIDUAL'S EFFECTIVENESS EVALUATION OF STAFF  
 TACTICAL TRAINING COURSE/  
 TAOCRSEV, INDIVIDUAL'S EFFECTIVENESS EVALUATION OF  
 TACTICAL ACTION OFFICER COURSE/



TWOCRSEV, INDIVIDUAL'S EFFECTIVENESS EVALUATION OF  
TACTICAL WARFARE OVERVIEW COURSE/

COMMENT  
VAR LABELS

QUESTION 30-34

AFCSSC, TOTAL NUMBER OF INDIVIDUALS' COMPLETING  
ARMED FORCES COMMAND & STAFF..SERVICE COLLEGE/  
NWCISC, TOTAL NUMBER OF INDIVIDUALS' COMPLETING  
NAVY WAR COLLEGE INTERMED LEVEL..SERVICE COLLEGE/  
NWCSSC, TOTAL NUMBER OF INDIVIDUALS' COMPLETING  
NAVY WAR COLLEGE SENIOR LEVEL..SERVICE COLLEGE/  
NAWCSC, TOTAL NUMBER OF INDIVIDUALS' COMPLETING  
NATIONAL WAR COLLEGE..SERVICE COLLEGE/  
WCSC, TOTAL NUMBER OF INDIVIDUALS' COMPLETING  
WAR COLLEGE..OTHER SERVICE/

COMMENT  
VAR LABELS

QUESTION 35-39

AFCSSCEV, INDIVIDUAL'S EFFECTIVENESS EVALUATION OF  
ARMED FORCES COMMAND & STAFF..SERVICE COLLEGE/  
NWCISCEV, INDIVIDUAL'S EFFECTIVENESS EVALUATION OF NAVY  
WAR COLLEGE INTERMED LEVEL..SERVICE COLLEGE/  
NWCSSCEV, INDIVIDUAL'S EFFECTIVENESS EVALUATION OF  
NAVY WAR COLLEGE SENIOR LEVEL..SERVICE COLLEGE/  
NAWCSEV, INDIVIDUAL'S EFFECTIVENESS EVALUATION OF  
NATIONAL WAR COLLEGE..SERVICE COLLEGE/  
WCSCEV, INDIVIDUAL'S EFFECTIVENESS EVALUATION OF  
WAR COLLEGE..OTHER SERVICE/

COMMENT  
VAR LABELS

QUESTION 40

PFTTPJ, INDIVIDUALS' PERCEPTION OF REQUIREMENT TO COMPLE  
FORMAL TACTICAL TRAINING PRIOR TO PRESENT JOE/

COMMENT  
VAR LABELS

QUESTION 41-45

EFLCTTR, INDIVIDUALS' EVALUATION OF TACTICAL EFFECTIVENESS  
OF LARGE COMPUTER-AIDED TACTICAL TRAINERS IN  
REALISM/  
EFLCTTRE, INDIVIDUALS' EVALUATION OF TACTICAL EFFECTIVENESS  
OF LARGE COMPUTER-AIDED TACTICAL TRAINERS IN  
RELIABILITY/  
EFLCTTF, INDIVIDUALS' EVALUATION OF TACTICAL EFFECTIVENESS  
OF LARGE COMPUTER-AIDED TACTICAL TRAINERS IN  
FEEDBACK/  
EFLCTTFL, INDIVIDUALS' EVALUATION OF TACTICAL EFFECTIVENESS  
OF LARGE COMPUTER-AIDED TACTICAL TRAINERS IN  
FLEXIBILITY/  
EFLCTTRW, INDIVIDUALS' EVALUATION OF TACTICAL EFFECTIVENESS  
OF LARGE COMPUTER-AIDED TACTICAL TRAINERS IN  
REAL WORLD APPLICATION/

COMMENT  
VAR LABELS

QUESTION 46

IIFDCTT, EXTENT OF INDIVIDUALS' INTEREST IN SEEING  
FURTHER DEVELOPMENT OF COMPUTER-AIDED TACTICAL  
TRAINERS/

COMMENT  
VAR LABELS

QUESTION 47-58

RIDCSCR, EXTENT OF INDIVIDUALS' RELATIVE IMPORTANCE,  
GIVEN FURTHER DEVELOPMENT OF COMPUTER-AIDED TAC-  
TICAL TRAINERS IN THE DESIGN CHARACTERISTIC OF  
REALISM/

RIDCSCRE, EXTENT OF INDIVIDUALS' RELATIVE IMPORTANCE,  
GIVEN FURTHER DEVELOPMENT OF COMPUTER-AIDED TAC-  
TICAL TRAINERS IN THE DESIGN CHARACTERISTIC OF  
RELIABILITY/

RIDCSCF, EXTENT OF INDIVIDUALS' RELATIVE IMPORTANCE,  
GIVEN FURTHER DEVELOPMENT OF COMPUTER-AIDED TAC-  
TICAL TRAINERS IN THE DESIGN CHARACTERISTIC OF  
FEEDBACK/

RIDCSCRF, EXTENT OF INDIVIDUALS' RELATIVE IMPORTANCE,  
GIVEN FURTHER DEVELOPMENT OF COMPUTER-AIDED TAC-  
TICAL TRAINERS IN THE DESIGN CHARACTERISTIC OF  
REFERENCE INDEX CAPABILITY/

RIDCSCRW, EXTENT OF INDIVIDUALS' RELATIVE IMPORTANCE,  
GIVEN FURTHER DEVELOPMENT OF COMPUTER-AIDED TAC-  
TICAL TRAINERS IN THE DESIGN CHARACTERISTIC OF  
REAL WORLD APPLICATION/

RIDCSCSM, EXTENT OF INDIVIDUALS' RELATIVE IMPORTANCE,  
GIVEN FURTHER DEVELOPMENT OF COMPUTER-AIDED TAC-  
TICAL TRAINERS IN THE DESIGN CHARACTERISTIC OF  
SPACE..MAINTENANCE REQUIREMENTS/

RIDCSCPF, EXTENT OF INDIVIDUALS' RELATIVE IMPORTANCE,  
GIVEN FURTHER DEVELOPMENT OF COMPUTER-AIDED TAC-  
TICAL TRAINERS IN THE DESIGN CHARACTERISTIC OF  
PROGRAM DIMENSION FLEXIBILITY/

RIDCSCLP, EXTENT OF INDIVIDUALS' RELATIVE IMPORTANCE,  
GIVEN FURTHER DEVELOPMENT OF COMPUTER-AIDED TAC-  
TICAL TRAINERS IN THE DESIGN CHARACTERISTIC OF  
LOCAL COMMAND PROGRAMMING ABILITY/

RIDCSCIP, EXTENT OF INDIVIDUALS' RELATIVE IMPORTANCE,  
GIVEN FURTHER DEVELOPMENT OF COMPUTER-AIDED TAC-  
TICAL TRAINERS IN THE DESIGN CHARACTERISTIC OF  
INTERACTIVE PROGRAMMING/

RIDCSCEI, EXTENT OF INDIVIDUALS' RELATIVE IMPORTANCE,  
GIVEN FURTHER DEVELOPMENT OF COMPUTER-AIDED TAC-  
TICAL TRAINERS IN THE DESIGN CHARACTERISTIC OF  
EVALUATING INDIVIDUAL PERFORMANCE/

RIDCSCUR, EXTENT OF INDIVIDUALS' RELATIVE IMPORTANCE,  
GIVEN FURTHER DEVELOPMENT OF COMPUTER-AIDED TAC-  
TICAL TRAINERS IN THE DESIGN CHARACTERISTIC OF  
USER REACTION TIME SLAVED TO REAL WORLD EXPECTA-  
TIONS/

RIDCSCSD, EXTENT OF INDIVIDUALS' RELATIVE IMPORTANCE,  
GIVEN FURTHER DEVELOPMENT OF COMPUTER-AIDED TAC-  
TICAL TRAINERS IN THE DESIGN CHARACTERISTIC OF  
SET UP..DISASSEMBLY TIME/

COMMENT  
VAR LABELS

QUESTION 59

PEUSCWG, NUMBER OF INDIVIDUALS' HAVING PRIOR EXPERIENCE  
IN USING SMALL COMPUTER-AIDED WAR GAMES/

COMMENT  
VAR LABELS

QUESTION 60-62

UTTDITT, EXTENT OF INDIVIDUALS' PERCEPTION IN USE OF  
SMALL TABLE TOP COMPUTERS AID IN DEVELOPING



AN INDIVIDUAL'S TACTICAL COMPETENCY LEVEL/

IIFCTT, EXTENT OF INDIVIDUALS' INTEREST IN FURTHER DEVELOPMENT OF SMALL TABLE TOP TYPE WAR GAMES/

IITTAC, EXTENT OF INDIVIDUALS' INTEREST IN HAVING SMALL TABLE TOP TYPE WAR GAMES AVAILABLE TO INDIVIDUAL COMMANDS/

COMMENT  
VAR LABELS

QUESTION 63

CHTT, FREQUENCY OF COMMANDS HAVING TACTICAL TRAINING PROGRAMS IN EFFECT AT TIME OF SURVEY/

COMMENT  
VAR LABELS

QUESTION 64

RIOCPTT, INDIVIDUALS' PERCEPTION OF RELATIVE IMPORTANCE OF A COMMAND HAVING A TACTICAL TRAINING PROGRAM/

COMMENT  
VAR LABELS

QUESTION 65-74

CPCTGA, INDIVIDUALS' PERCEPTION OF COMMAND PRIORITY, COMPARISON OF TACTICS VERSUS GENERAL ADMIN/

CPCTPNFM, INDIVIDUALS' PERCEPTION OF COMMAND PRIORITY, COMPARISON OF TACTICS VERSUS PERSONNEL AND NAVY PROGRAM MANAGEMENT/

CPCTSTK, INDIVIDUALS' PERCEPTION OF COMMAND PRIORITY, COMPARISON OF TACTICS VERSUS SYSTEM TECHNICAL KNOWLEDGE/

CPCTCPQ, INDIVIDUALS' PERCEPTION OF COMMAND PRIORITY, COMPARISON OF TACTICS VERSUS OFFICER PROFESSIONAL QUALIFICATIONS/

CPCGAPNP, INDIVIDUALS' PERCEPTION OF COMMAND PRIORITY, COMPARISON OF GENERAL ADMIN VERSUS PERSONNEL AND NAVY PROGRAM MANAGEMENT/

CPCGASTK, INDIVIDUALS' PERCEPTION OF COMMAND PRIORITY, COMPARISON OF GENERAL ADMIN VERSUS SYSTEM TECHNICAL KNOWLEDGE/

CPCGAOPQ, INDIVIDUALS' PERCEPTION OF COMMAND PRIORITY, COMPARISON OF GENERAL ADMIN VERSUS OFFICER PROFESSIONAL QUALIFICATIONS/

CPCPNPST, INDIVIDUALS' PERCEPTION OF COMMAND PRIORITY, COMPARISON OF PERSONNEL AND NAVY PROGRAMS MANAGEMENT VERSUS SYSTEM TECHNICAL KNOWLEDGE/

CPCFNPOP, INDIVIDUALS' PERCEPTION OF COMMAND PRIORITY, COMPARISON OF PERSONNEL AND NAVY PROGRAMS MANAGEMENT VERSUS OFFICER PROFESSIONAL QUALIFICATIONS/

CPCSTKOP, INDIVIDUALS' PERCEPTION OF COMMAND PRIORITY, COMPARISON OF SYSTEM TECHNICAL KNOWLEDGE VERSUS OFFICER PROFESSIONAL QUALIFICATIONS/

NPCTGA, INDIVIDUALS' PERCEPTION OF NAVY PRIORITY, COMPARISON OF TACTICS VERSUS GENERAL ADMIN/

NPCTENFM, INDIVIDUALS' PERCEPTION OF NAVY PRIORITY, COMPARISON OF TACTICS VERSUS PERSONNEL AND NAVY PROGRAM MANAGEMENT/

NPCISTK, INDIVIDUALS' PERCEPTION OF NAVY PRIORITY, COMPARISON OF TACTICS VERSUS SYSTEM TECHNICAL KNOWLEDGE/

NFCTCPQ, INDIVIDUALS' PERCEPTION OF NAVY PRIORITY,  
COMPARISON OF TACTICS VERSUS OFFICER PRO-  
FESSIONAL QUALIFICATIONS/  
NPCGAFNP, INDIVIDUALS' PERCEPTION OF NAVY PRIORITY,  
COMPARISON OF GENERAL ADMIN VERSUS PERSONNEL  
AND NAVY PROGRAM MANAGEMENT/  
NPCGASTK, INDIVIDUALS' PERCEPTION OF NAVY PRIORITY,  
COMPARISON OF GENERAL ADMIN VERSUS SYSTEM  
TECHNICAL KNOWLEDGE/  
NPCGAOPQ, INDIVIDUALS' PERCEPTION OF NAVY PRIORITY,  
COMPARISON OF GENERAL ADMIN VERSUS OFFICER  
PROFESSIONAL QUALIFICATIONS/  
NPCFNST, INDIVIDUALS' PERCEPTION OF NAVY PRIORITY,  
COMPARISON OF PERSONNEL AND NAVY PROGRAMS  
MANAGEMENT VERSUS SYSTEM TECHNICAL KNOWLEDGE/  
NPCFNPOP, INDIVIDUALS' PERCEPTION OF NAVY PRIORITY,  
COMPARISON OF PERSONNEL AND NAVY PROGRAMS  
MANAGEMENT VERSUS OFFICER PROFESSIONAL  
QUALIFICATIONS/  
NPCSTKOP, INDIVIDUALS' PERCEPTION OF NAVY PRIORITY,  
COMPARISON OF SYSTEM TECHNICAL KNOWLEDGE VERSUS  
OFFICER PROFESSIONAL QUALIFICATIONS/

COMMENT  
VAR LABELS

QUESTION 85-94

IPCTGA, INDIVIDUALS' PERCEPTION OF INDIVIDUAL PRIORITY,  
COMPARISON OF TACTICS VERSUS GENERAL ADMIN/  
IPCTFNEM, INDIVIDUALS' PERCEPTION OF INDIVIDUAL PRIORITY,  
COMPARISON OF TACTICS VERSUS PERSONNEL AND  
NAVY PROGRAM MANAGEMENT/  
IPCTSTK, INDIVIDUALS' PERCEPTION OF INDIVIDUAL PRIORITY,  
COMPARISON OF TACTICS VERSUS SYSTEM TECHNICAL  
KNOWLEDGE/  
IPCTCPQ, INDIVIDUALS' PERCEPTION OF INDIVIDUAL PRIORITY,  
COMPARISON OF TACTICS VERSUS OFFICER PRO-  
FESSIONAL QUALIFICATIONS/  
IPCGAFNP, INDIVIDUALS' PERCEPTION OF INDIVIDUAL PRIORITY,  
COMPARISON OF GENERAL ADMIN VERSUS PERSONNEL  
AND NAVY PROGRAM MANAGEMENT/  
IPCGASTK, INDIVIDUALS' PERCEPTION OF INDIVIDUAL PRIORITY,  
COMPARISON OF GENERAL ADMIN VERSUS SYSTEM  
TECHNICAL KNOWLEDGE/  
IPCGAOPQ, INDIVIDUALS' PERCEPTION OF INDIVIDUAL PRIORITY,  
COMPARISON OF GENERAL ADMIN VERSUS OFFICER  
PROFESSIONAL QUALIFICATIONS/  
IPCENPST, INDIVIDUALS' PERCEPTION OF INDIVIDUAL PRIORITY,  
COMPARISON OF PERSONNEL AND NAVY PROGRAMS  
MANAGEMENT VERSUS SYSTEM TECHNICAL KNOWLEDGE/  
IPCENPOP, INDIVIDUALS' PERCEPTION OF INDIVIDUAL PRIORITY,  
COMPARISON OF PERSONNEL AND NAVY PROGRAMS  
MANAGEMENT VERSUS OFFICER PROFESSIONAL  
QUALIFICATIONS/  
IPCSTKOP, INDIVIDUALS' PERCEPTION OF INDIVIDUAL PRIORITY,  
COMPARISON OF SYSTEM TECHNICAL KNOWLEDGE VERSUS  
OFFICER PROFESSIONAL QUALIFICATIONS/

COMMENT  
VAR LABELS

QUESTION 95-97

TDANC, NUMBER OF INDIVIDUALS' PERCEIVING THE  
AVAILABILITY OF TACTICAL DOCUMENTS WITHIN THE  
INDIVIDUALS' COMMAND/

TDACWC, NUMBER OF INDIVIDUALS' PERCEIVING THE  
ACCESSIBILITY OF TACTICAL DOCUMENTS WITHIN THE  
INDIVIDUALS' COMMAND/

TDRCE, NUMBER OF INDIVIDUALS' PERCEIVING THAT THEIR  
COMMAND ENCOURAGES HIM TO REVIEW TACTICAL  
DOCUMENTS/

COMMENT  
VAR LABELS

QUESTION 98

IPTEADTC, PERCEPTION OF INDIVIDUALS' USE OF TACTICAL DOC-  
UMENTS AIDING IN THE DEVELOPMENT OF TACTICAL  
COMPETENCY/

COMMENT  
VAR LABELS

QUESTION 99-101

SRTD, NUMBER OF INDIVIDUALS' COMPLETING SELF  
REVIEW OF TACPRO, TACNOTE OR TACMEMO/

BTD, NUMBER OF INDIVIDUALS' WHO HAVE CONDUCTED A  
BRIEF OF A TACTICAL DOCUMENT TO A HIGHER  
AUTHORITY/

CPTD, NUMBER OF INDIVIDUALS' WHO HAVE CONTRIBUTED  
FOR PUBLICATION A TACTICAL CONCEPT OR IDEA/

COMMENT  
VAR LABELS

QUESTION 102-104

ATS, NUMBER OF INDIVIDUALS' WHO HAVE ATTENDED  
AS AN OBSERVER A TACTICAL SYMPOSIUM/

ATWACH, NUMBER OF INDIVIDUALS' WHO HAVE ATTENDED  
AS AN OBSERVER A TACTICAL WARFARE AREA COMMITTEE  
MEETING...BATTLE GROUP LEVEL/

AIWCID, NUMBER OF INDIVIDUALS' WHO HAVE ATTENDED  
AS AN OBSERVER A INTRA WARFARE COMMUNITY TACTICAL  
DISCUSSION/

COMMENT  
VAR LABELS

QUESTION 105-109

PWSITD, NUMBER OF INDIVIDUALS' WHO HAVE PARTICIPATED  
IN A WARROOM...SMALL GROUP...INFORMAL TACTICAL  
DISCUSSION/

PTS, NUMBER OF INDIVIDUALS' WHO HAVE PARTICIPATED  
IN A TACTICAL SYMPOSIUM/

PTWACH, NUMBER OF INDIVIDUALS' WHO HAVE PARTICIPATED  
IN A TACTICAL WARFARE AREA COMMITTEE MEETING/

PIWCWD, NUMBER OF INDIVIDUALS' WHO HAVE PARTICIPATED  
IN A INTRA WARFARE COMMUNITY WARFARE DISCUSSION/

COMMENT

QUESTION NUMBER 109 DELETE FROM ANALYSIS SINCE DUPLICATES  
QUESTION NUMBER 105.

COMMENT  
VAR LABELS

QUESTION 110-122

IPITDDTC, EXTENT OF INDIVIDUALS' PERCEPTION AS TO WHETHER  
INFORMAL TACTICAL DISCUSSIONS CURRENTLY  
AID IN DEVELOPING THEIR OWN TACTICAL COMPETENCY

IPPTDDTC, EXTENT OF INDIVIDUALS' PERCEPTION AS TO WHETHER  
FORMAL TACTICAL DISCUSSIONS...SPONSORED EVENTS.



CURRENTLY AID IN DEVELOPING THEIR OWN TACTICAL COMPETENCY/

IPIWDDTC, EXTENT OF INDIVIDUALS' PERCEPTION AS TO WHETHER INTRA WARFARE COMMUNITY TACTICAL DISCUSSIONS CURRENTLY AID IN DEVELOPING THEIR OWN TACTICAL COMPETENCY/

IPTCCDTC, EXTENT OF INDIVIDUALS' PERCEPTION AS TO WHETHER TACTICAL CORRESPONDENCE COURSES CURRENTLY AID IN DEVELOPING THEIR OWN TACTICAL COMPETENCY/

IPTDRDTC, EXTENT OF INDIVIDUALS' PERCEPTION AS TO WHETHER TACTICAL DOCUMENT REVIEW CURRENTLY AID IN DEVELOPING THEIR OWN TACTICAL COMPETENCY/

IPATTDTC, EXTENT OF INDIVIDUALS' PERCEPTION AS TO WHETHER ASHORE TACTICAL TRAINERS CURRENTLY AID IN DEVELOPING THEIR OWN TACTICAL COMPETENCY/

IPICGDTC, EXTENT OF INDIVIDUALS' PERCEPTION AS TO WHETHER INFORMAL COMMAND WARFARE GAMES...TABLE TOP... CURRENTLY AID IN DEVELOPING THEIR OWN TACTICAL COMPETENCY/

IPTSRTC, EXTENT OF INDIVIDUALS' PERCEPTION AS TO WHETHER TACTICAL SYMPOSIUMS...SPONSORED... CURRENTLY AID IN DEVELOPING THEIR OWN TACTICAL COMPETENCY/

IPTCMDTC, EXTENT OF INDIVIDUALS' PERCEPTION AS TO WHETHER TACTICAL WARFARE AREA COMMITTEE MEETINGS AT THE BATTLE GROUP LEVEL CURRENTLY AID IN DEVELOPING THEIR OWN TACTICAL COMPETENCY/

IPRTDTC, EXTENT OF INDIVIDUALS' PERCEPTION AS TO WHETHER REFRESHER TRAINING...ORE-ORI...CURRENTLY AID IN DEVELOPING THEIR OWN TACTICAL COMPETENCY/

IPWGDTC, EXTENT OF INDIVIDUALS' PERCEPTION AS TO WHETHER WING-GROUP...ORE-ORI...CURRENTLY AID IN DEVELOPING THEIR OWN TACTICAL COMPETENCY/

IPISEDTC, EXTENT OF INDIVIDUALS' PERCEPTION AS TO WHETHER INDIVIDUAL COMMAND EXERCISES CURRENTLY AID IN DEVELOPING THEIR OWN TACTICAL COMPETENCY/

IPPEGDTC, EXTENT OF INDIVIDUALS' PERCEPTION AS TO WHETHER PARTICIPATION IN BATTLE GROUP OR FLEET EXERCISES CURRENTLY AID IN DEVELOPING THEIR OWN TACTICAL COMPETENCY/

COMMENT  
VAR LABELS

QUESTION 123-124

IRWCPRK, INDIVIDUALS' RATING OF WARFARE COMMUNITY PEERS AS TACTICANS IN A MULTI THREAT COORDINATED OPERATIONS SITUATION IN TERMS OF RESOURCE KNOWLEDGE/

IRWCPS, INDIVIDUALS' RATING OF WARFARE COMMUNITY PEERS AS TACTICANS IN A MULTI THREAT COORDINATED OPERATIONS SITUATION IN TERMS OF RESOURCE KNOWLEDGE/

COMMENT  
VAR LABELS

QUESTION 125-126

IRSRK, INDIVIDUALS' RATING OF HIMSELF AS A TACTICANS IN A MULTI THREAT COORDINATED OPERATIONS SITUATION IN TERMS OF RESOURCE KNOWLEDGE/

IRSM, INDIVIDUALS' RATING OF HIMSELF AS A TACTICANS IN A MULTI THREAT COORDINATED OPERATIONS SITUATION IN TERMS OF MOTIVATION/

COMMENT QUESTION 127  
VAR LABELS

RAOTEFWC, INDIVIDUALS' PERCEPTION AS TO WHETHER TACTICAL EXERCISE FEEDBACK IS MADE READILY AVAILABLE TO THE INDIVIDUAL WITHIN THEIR COMMAND/

COMMENT QUESTION 128-131  
VAR LABELS

IOATEFAT, INDIVIDUALS' PERCEPTION OF OPPORTUNITY TO ANALYZE TACTICAL EXERCISE FEEDBACK BASED ON AVAILABILITY OF TIME DURING NORMAL WORKING HOURS/

IOATEFCL, INDIVIDUALS' PERCEPTION OF OPPORTUNITY TO ANALYZE TACTICAL EXERCISE FEEDBACK BASED ON CLARITY OF FEEDBACK RECEIVED/

IOATEFQA, INDIVIDUALS' PERCEPTION OF OPPORTUNITY TO ANALYZE TACTICAL EXERCISE FEEDBACK BASED ON QUALITY OF FEEDBACK RECEIVED/

IOATEFQU, INDIVIDUALS' PERCEPTION OF OPPORTUNITY TO ANALYZE TACTICAL EXERCISE FEEDBACK BASED ON QUANTITY OF FEEDBACK RECEIVED/

COMMENT QUESTION 132  
VAR LABELS

CSEOTC, INDIVIDUALS' PERCEPTION AS TO THE EXTENT THAT OPERATIONAL SCHEDULES EFFECT THE INDIVIDUALS' OPPORTUNITY TO DEVELOP TACTICAL COMPETENCY/

COMMENT QUESTION 133-139  
VAR LABELS

ISSEADTC, EXTENT OF INDIVIDUALS' PERCEPTION AS TO WHETHER THE SCHEDULING OF INDEPENDENT SHIP OR SQUADRON EXERCISES AFFECTS THE DEVELOPMENT OF THEIR OWN TACTICAL COMPETENCY/

COADTC, EXTENT OF INDIVIDUALS' PERCEPTION AS TO WHETHER THE SCHEDULING OF COORDINATED OPERATION EXERCISES AFFECT THE DEVELOPMENT OF THEIR OWN TACTICAL COMPETENCY/

SSAADTC, EXTENT OF INDIVIDUALS' PERCEPTION AS TO WHETHER THE SCHEDULING OF SUPPORTING SERVICES AVAILABILITY AFFECTS THE DEVELOPMENT OF THEIR OWN TACTICAL COMPETENCY/

ERADTC, EXTENT OF INDIVIDUALS' PERCEPTION AS TO WHETHER THE SCHEDULING OF EMERGENT REQUIREMENTS BY HIGHER AUTHORITY AFFECTS THE DEVELOPMENT OF THEIR OWN TACTICAL COMPETENCY/

MRADTC, EXTENT OF INDIVIDUALS' PERCEPTION AS TO WHETHER THE SCHEDULING OF MATERIAL READINESS AFFECTS THE DEVELOPMENT OF THEIR OWN TACTICAL COMPETENCY/

IADTC, EXTENT OF INDIVIDUALS' PERCEPTION AS TO WHETHER THE SCHEDULING OF INSPECTIONS AFFECTS THE DEVELOPMENT OF THEIR OWN TACTICAL COMPETENCY/

RIADTC, EXTENT OF INDIVIDUALS' PERCEPTION AS TO WHETHER THE SCHEDULING OF RE-INSPECTIONS AFFECTS THE D



VELOPMENT OF THEIR OWN TACTICAL COMPETENCY/

COMMENT  
VAR LABELS

QUESTION 140-148

- SCDICD, INDIVIDUALS' PERCEPTION AS TO THE RANK ORDER IN WHICH THE DELETION OF INSPECTIONS WOULD TAKE PLACE DUE TO COMPRESSING OF A UNIT'S OPEATIONAL SCHEDULE WHILE WORKING AGAINST A FIXED DATE/
- SCDARCD, INDIVIDUALS' PERCEPTION AS TO THE RANK ORDER IN WHICH THE DELETION OF ADMIN REQUIREMENTS WOULD TAKE PLACE DUE TO COMPRESSING OF A UNIT'S OPERATIONAL SCHEDULE WHILE WORKING AGAINST A FIXED DATE/
- SCDMATCD, INDIVIDUALS' PERCEPTION AS TO THE RANK ORDER IN WHICH THE DELETION OF MATERIAL OR ADMIN TRAINING WOULD TAKE PLACE DUE TO COMPRESSING OF A UNIT'S OPERATIONAL SCHEDULE WHILE WORKING AGAINST A FIXED DATE/
- SCDTRICD, INDIVIDUALS' PERCEPTION AS TO THE RANK ORDER IN WHICH THE DELETION OF TACTICAL RELATED TRAINING WOULD TAKE PLACE DUE TO COMPRESSING OF A UNIT'S OPERATIONAL SCHEDULE WHILE WORKING AGAINST A FIXED DATE/
- SCDISTCD, INDIVIDUALS' PERCEPTION AS TO THE RANK ORDER IN WHICH THE DELETION OF INDEPENDENT EXERCISES TRAINING WOULD TAKE PLACE DUE TO COMPRESSING OF A UNIT'S OPERATIONAL SCHEDULE WHILE WORKING AGAINST A FIXED DATE/
- SCDBGECD, INDIVIDUALS' PERCEPTION AS TO THE RANK ORDER IN WHICH THE DELETION OF BATTLE GROUP LEVEL COORDINATED TRAINING WOULD TAKE PLACE DUE TO COMPRESSION OF A UNIT'S OPERATIONAL SCHEDULE WHILE WORKING AGAINST A FIXED DATE/
- SCDFECD, INDIVIDUALS' PERCEPTION AS TO THE RANK ORDER IN WHICH THE DELETION OF FLEET EXERCISES WOULD TAKE PLACE DUE TO COMPRESSION OF A UNIT'S OPERATIONAL SCHEDULE WHILE WORKING AGAINST A FIXED DATE/
- SCDSMCD, INDIVIDUALS' PERCEPTION AS TO THE RANK ORDER IN WHICH THE DELETION OF SCHEDULED MAINTENANCE WOULD TAKE PLACE DUE TO COMPRESSION OF A UNIT'S OPERATIONAL SCHEDULE WHILE WORKING AGAINST A FIXED DATE/
- SCDOCCD, INDIVIDUALS' PERCEPTION AS TO THE RANK ORDER IN WHICH THE DELETION OF OPERATIONAL COMMITMENTS WOULD TAKE PLACE DUE TO COMPRESSION OF A UNIT'S OPERATIONAL SCHEDULE WHILE WORKING AGAINST A FIXED DATE/

COMMENT  
VAR LABELS

QUESTION 149

- TBBGEAFA, INDIVIDUALS' PERCEPTION AS TO WHETHER THERE IS SUFFICIENT TIME ALLOCATED BETWEEN BATTLE GROUP ..FLEET..EXERCISES TO PERMIT ADEQUATE FEEDBACK ANALYSIS/

COMMENT  
VAR LABELS

QUESTION 150

- TBBGEALL, INDIVIDUALS' PERCEPTION AS TO WHETHER THERE IS SUFFICIENT TIME ALLOCATED BETWEEN BATTLE GROUP ..FLEET..EXERCISES TO PERMIT APPLICATION OF LESSONS LEARNT TO FOLLOW ON EXERCISE PLANNING/

COMMENT  
VAR LABELS

QUESTION 151

IBKSFR, INDIVIDUALS' PERCEPTION AS TO THE RELATIVE IMPORTANCE OF DEMONSTRATING BASIC KNOWLEDGE REGARDING FRIENDLY..THREAT.. CAPABILITIES AND DEMONSTRATED TACTICAL COMPETENCY REGARDING SYSTEMS EMPLOYMENT SUCH THAT IT BE IDENTIFIED AS A SPECIFIC ITEM ON HIS FITNESS REPORT/

COMMENT  
COMMENT  
COMMENT  
VAR LABELS

SECTION III (WORKLOAD)  
QUESTIONS THIS SECTION 152-184  
QUESTION 152-155

HPDASWL, INDIVIDUALS' NORMAL WORK LOAD...HOURS PER DAY...  
...AT SEA ... OPERATIONAL/

HPDIPWL, INDIVIDUALS' NORMAL WORK LOAD...HOURS PER DAY...  
...IN PCRT... NON OPERATIONAL/

DPWWLAT, INDIVIDUALS' NORMAL WORK WEEK...DAYS PER WEEK...  
...AT SEA... OPERATIONAL/

DPWWLIF, INDIVIDUALS' NORMAL WORK WEEK...DAYS PER WEEK...  
...IN PCRT... NON OPERATIONAL/

COMMENT  
VAR LABELS

QUESTION 156-165

ROTAPBP, INDIVIDUALS' RANK ORDERING OF THE JOB RELATED ACTIVITY... PRIMARY BILLET... IN TERMS OF THE AMOUNT OF TIME THEY PRESENTLY DEDICATE TO THAT ACTIVITY/

ROTACDP, INDIVIDUALS' RANK ORDERING OF THE JOB RELATED ACTIVITY... COLLATERAL DUTIES... IN TERMS OF THE AMOUNT OF TIME THEY PRESENTLY DEDICATE TO THAT ACTIVITY/

ROTAARE, INDIVIDUALS' RANK ORDERING OF THE JOB RELATED ACTIVITY... ADMIN REQUIREMENTS... IN TERMS OF THE AMOUNT OF TIME THEY PRESENTLY DEDICATE TO THAT ACTIVITY/

ROTATTP, INDIVIDUALS' RANK ORDERING OF THE JOB RELATED ACTIVITY... TACTICAL TRAINING... IN TERMS OF THE AMOUNT OF TIME THEY PRESENTLY DEDICATE TO THAT ACTIVITY/

ROTANTTP, INDIVIDUALS' RANK ORDERING OF THE JOB RELATED ACTIVITY... NON TACTICAL TRAINING... IN TERMS OF THE AMOUNT OF TIME THEY PRESENTLY DEDICATE TO THAT ACTIVITY/

ROTAFEMP, INDIVIDUALS' RANK ORDERING OF THE JOB RELATED ACTIVITY... PERSONNEL MANAGEMENT... IN TERMS OF THE AMOUNT OF TIME THEY PRESENTLY DEDICATE TO THAT ACTIVITY/

ROTAPRMP, INDIVIDUALS' RANK ORDERING OF THE JOB RELATED ACTIVITY... PROGRAM MANAGEMENT... IN TERMS OF THE AMOUNT OF TIME THEY PRESENTLY DEDICATE TO THAT ACTIVITY/

ROTAMMF, INDIVIDUALS' RANK ORDERING OF THE JOB RELATED ACTIVITY... MATERIAL MANAGEMENT... IN TERMS OF THE AMOUNT OF TIME THEY PRESENTLY DEDICATE TO THAT ACTIVITY/

ROTAWP, INDIVIDUALS' RANK ORDERING OF THE JOB RELATED ACTIVITY... WATCHSTANDING... IN TERMS OF THE AMOUNT OF TIME THEY PRESENTLY DEDICATE TO THAT ACTIVITY/

ROTAPPQP, INDIVIDUALS' RANK ORDERING OF THE JOB RELATED ACTIVITY...PERSONAL PROFESSIONAL QUALIFICATIONS, IN TERMS OF THE AMOUNT OF TIME THEY PRESENTLY DEDICATED TO THAT ACTIVITY/

COMMENT  
VAR LABELS

QUESTION 166

APROTA, IN TERMS OF SATISFYING COMMAND MISSION REQUIREMENTS INDIVIDUALS' PERCEPTION AS TO THE APPROPRIATENESS OF THE TIME DISTRIBUTION PREVIOUSLY DESCRIBED IN QUESTIONS 156-165/

COMMENT  
VAR LABELS

QUESTION 167-176

ROTAPBD, INDIVIDUALS' RANK ORDERING OF THE JOB RELATED ACTIVITY...PRIMARY BILLET... IN TERMS OF THE AMOUNT OF TIME THEY PERCEIVE THEY SHOULD DEDICATE TO THAT ACTIVITY/

ROTACDD, INDIVIDUALS' RANK ORDERING OF THE JOB RELATED ACTIVITY...COLLATERAL DUTIES...IN TERMS OF THE AMOUNT OF TIME THEY PERCEIVE THEY SHOULD DEDICATE TO THAT ACTIVITY/

ROTAARD, INDIVIDUALS' RANK ORDERING OF THE JOB RELATED ACTIVITY...ADMIN REQUIREMENTS...IN TERMS OF THE AMOUNT OF TIME THEY PERCEIVE THEY SHOULD DEDICATE TO THAT ACTIVITY/

ROTATTD, INDIVIDUALS' RANK ORDERING OF THE JOB RELATED ACTIVITY...TACTICAL TRAINING...IN TERMS OF THE AMOUNT OF TIME THEY PERCEIVE THEY SHOULD DEDICATE TO THAT ACTIVITY/

ROTANTTD, INDIVIDUALS' RANK ORDERING OF THE JOB RELATED ACTIVITY...NON TACTICAL TRAINING...IN TERMS OF THE AMOUNT OF TIME THEY PERCEIVE THEY SHOULD DEDICATE TO THAT ACTIVITY/

ROTAFEMD, INDIVIDUALS' RANK ORDERING OF THE JOB RELATED ACTIVITY...PERSONNEL MANAGEMENT...IN TERMS OF THE AMOUNT OF TIME THEY PERCEIVE THEY SHOULD DEDICATE TO THAT ACTIVITY/

ROTAPRMD, INDIVIDUALS' RANK ORDERING OF THE JOB RELATED ACTIVITY...PROGRAM MANAGEMENT...IN TERMS OF THE AMOUNT OF TIME THEY PERCEIVE THEY SHOULD DEDICATE TO THAT ACTIVITY/

ROTAMMD, INDIVIDUALS' RANK ORDERING OF THE JOB RELATED ACTIVITY...MATERIAL MANAGEMENT...IN TERMS OF THE AMOUNT OF TIME THEY PERCEIVE THEY SHOULD DEDICATE TO THAT ACTIVITY/

ROTAWD, INDIVIDUALS' RANK ORDERING OF THE JOB RELATED ACTIVITY...WATCHSTANDING...IN TERMS OF THE AMOUNT OF TIME THEY PERCEIVE THEY SHOULD DEDICATE TO THAT ACTIVITY/

ROTAPPQD, INDIVIDUALS' RANK ORDERING OF THE JOB RELATED ACTIVITY...PERSONAL PROFESSIONAL QUALIFICATIONS, IN TERMS OF THE AMOUNT OF TIME THEY PRESENTLY DEDICATED TO THAT ACTIVITY/

COMMENT  
VAR LABELS

QUESTION 177-178

TPDIHNO, NUMBER OF HOURS AN INDIVIDUAL DEDICATES PER DAY ON THE ACTIVITY RANKED NUMBER ONE IN QUESTIONS NUMBER 156-165/



TPDIHNT, NUMBER OF HOURS AN INDIVIDUAL DEDICATES PER DAY ON THE ACTIVITY RANKED NUMBER TWO IN QUESTIONS NUMBER 156-165/

COMMENT  
VAR LABELS

QUESTION 179-184

IPOBOW, EXTENT OF INDIVIDUALS' PERCEPTION AS TO BEING OVERWORKED/

IPOPCACG, EXTENT OF INDIVIDUALS' PERCEPTION AS TO THEIR OVERALL PRODUCTIVITY CONTRIBUTING TO THE ACHIEVEMENT OF COMMAND GOALS/

IPSTADTC, EXTENT OF INDIVIDUALS' PERCEPTION AS TO THE AVAILABILITY OF SUFFICIENT TIME TO DEVELOPE INDIVIDUAL TACTICAL COMPETENCY/

IPCEDTC, EXTENT OF INDIVIDUALS' PERCEPTION AS TO WHETHER THE COMMAND IN WHICH ASSIGNED ENCOURAGES INDIVIDUAL DEVELOPMENT OF TACTICAL CONCEPTS/

IPCGPDTC, EXTENT OF INDIVIDUALS' PERCEPTION AS TO WHETHER THE COMMAND IN WHICH ASSIGNED GIVES PRIORITY TO THE DEVELOPMENT OF TACTICAL CONCEPTS/

IPNGPDTC, EXTENT OF INDIVIDUALS' PERCEPTION AS TO WHETHER THE NAVY GIVES PRIORITY TO THE DEVELOPING OF TACTICAL CONCEPTS/

COMMENT  
COMMENT  
COMMENT  
VAR LABELS

SECTION IV (ORGANIZATION)  
QUESTIONS THIS SECTION 185-199  
QUESTION 185

NBGTEACO, EXTENT OF INDIVIDUALS' PERCEPTION AS TO WHETHER NAVY BATTLE GROUPS ARE BEING TACTICALLY EFFECTIVE IN ACCOMPLISHING OPERATIONAL OBJECTIVES/

COMMENT  
VAR LABELS

QUESTION 186-192

IPBGECOR, EXTENT OF INDIVIDUALS' PERCEPTION AS TO THE PERFORMANCE OF NAVY BATTLE GROUPS IN THE TACTICALLY RELATED CHARACTERISTIC OF INTERNAL ORGANIC COORDINATION/

IPBGPTP, EXTENT OF INDIVIDUALS' PERCEPTION AS TO THE PERFORMANCE OF NAVY BATTLE GROUPS IN THE TACTICALLY RELATED CHARACTERISTIC OF TACTICAL PLANNING/

IPEGGPPEX, EXTENT OF INDIVIDUALS' PERCEPTION AS TO THE PERFORMANCE OF NAVY BATTLE GROUPS IN THE TACTICALLY RELATED CHARACTERISTIC OF EXECUTION/

IPEGFCNO, EXTENT OF INDIVIDUALS' PERCEPTION AS TO THE PERFORMANCE OF NAVY BATTLE GROUPS IN THE TACTICALLY RELATED CHARACTERISTIC OF EXTERNAL NON ORGANIC COORDINATION/

IPEGPFE, EXTENT OF INDIVIDUALS' PERCEPTION AS TO THE PERFORMANCE OF NAVY BATTLE GROUPS IN THE TACTICALLY RELATED CHARACTERISTIC OF FEEDBACK/

IPEGPTTA, EXTENT OF INDIVIDUALS' PERCEPTION AS TO THE PERFORMANCE OF NAVY BATTLE GROUPS IN THE TACTICALLY RELATED CHARACTERISTIC OF TACTICAL EMPLOYMENT OF ASSETS/

IPBGPORG, EXTENT OF INDIVIDUALS' PERCEPTION AS TO THE PERFORMANCE OF NAVY BATTLE GROUPS IN THE TACTICALLY RELATED CHARACTERISTIC OF ORGANIZATION/

COMMENT  
VAR LABELS

QUESTION 193

IPNWPDIC, EXTENT OF INDIVIDUALS' PERCEPTION AS TO THE  
WHETHER THERE SHOULD BE A NAVY WIDE PROGRAM  
TO DEVELOPE NAVAL OFFICERS TACTICAL COMPETENCY/

COMMENT  
VAR LABELS

QUESTION 194

ISOOPPE, SURFACE WARFARE OFFICER AND SUBMARINE WARFARE  
OFFICERS EXTENT OF PERCEPTION AS TO THE SUPPORT  
FOR THE NAVY'S IMPLEMENTING A PROGRAM AKIN TO  
THE ..OPPE..ORSE.. BUT DESIGNED TO FOCUS ON  
COMBAT SYSTEMS/

COMMENT  
VAR LABELS

QUESTION 195

IOTYBGC, NUMBER OF INDIVIDUALS' WHO HAVE OPERATED AS A  
MEMBER OF A BATTLE GROUP WITHIN THE PAST TWO  
YEARS THAT HAD HAD TACTICAL WARFARE AREA  
COMMITTEES/

COMMENT  
VAR LABELS

QUESTION 196-199

BIPBGWCC, EXTENT OF INDIVIDUALS' PERCEPTION AS TO THE  
CONTRIBUTION TO TACTICAL EFFECTIVENESS OF THE  
BATTLE GROUPS TACTICAL WARFARE AREA COMMITTEE  
PREVIOUSLY RECOGNIZED IN QUESTION 195/

CXODHSTI, EXTENT OF PERCEPTION BY INDIVIDUALS' WHO WITHIN  
THE PAST TWO YEARS WERE EITHER A COMMANDING  
OFFICER, EXECUTIVE OFFICER, OR OPERATIONS DEPART-  
MENT HEAD OPERATING WITHIN A BATTLE GROUP AND  
WERE SOLICITED REGARDING TACTICAL ISSUES AT THE  
BATTLE GROUP LEVEL/

COSCCTDG, EXTENT OF PERCEPTION BY INDIVIDUALS' WHO WITHIN  
THE PAST TWO YEARS WHO HAVE BEEN IN COMMAND OF  
A FLEET OPERATING UNIT AS TO WHETHER THEY HAD  
SUFFICIENT CONTROL OVER THEIR COMMAND'S ACTIVIT-  
IES TO ACCOMPLISH THE COMMAND'S TACTICAL DEVEL-  
OPMENT GOALS/

CISSETDC, EXTENT OF PERCEPTION BY INDIVIDUALS' WHO WITHIN  
THE PAST TWO YEARS WHO HAVE BEEN IN COMMAND OF  
A FLEET OPERATING UNIT AS TO WHETHER THEIR  
IMMEDIATE SUPERVISOR WAS SUPPORTIVE OF EFFORT  
TO TACTICALLY DEVELOP THEIR COMMAND/

COMMENT  
COMMENT  
COMMENT  
VAR LABELS

SECTION V (RESOURCES)  
QUESTIONS THIS SECTION 200-202  
QUESTION 200-202

OJCHCTP, EXTENT OF INDIVIDUALS' PERCEPTION AS TO WHETHER  
JOB CHANGES WITHIN A COMMAND HINDER A COMMAND'S  
TACTICAL PERFORMANCE/

TCNPCJ, EXTENT OF INDIVIDUALS PERCEPTION AS TO WHETHER  
TACTICAL COMPETENCY IS NECESSARY IN THE PERFORM-  
ANCE OF THEIR CURRENT JOB/

TCPAWY, EXTENT OF INDIVIDUALS' PERCEPTION AS TO WHETHER  
TACTICALLY COMPETENT PERSONNEL ARE BEING ASSIGN-  
ED TO WORK WITH THEM ON A DAILY BASIS/

VALUE LABELS

GRADE

{ 'A' } 0-7 { 'B' } 0-6 { 'C' } 0-5  
{ 'D' } 0-4 { 'E' } 0-3/

DESIG

{ 'A' } 1110 { 'B' } 1115 { 'C' } 1120  
{ 'D' } 1125 { 'E' } 1310 { 'F' } 1315  
{ 'G' } 1320 { 'H' } 1325 { 'I' } OTHER/



## COAST

('A') ATLANTIC  
('B') PACIFIC/

## COMM

('A') NUMBERED FLEET STAFF  
('B') CARRIER GROUP STAFF  
('C') CRUISER DESTROYER GROUP STAFF  
('D') AMPHIBIOUS GROUP STAFF  
('E') SUBMARINE GROUP STAFF  
('F') CARRIER AIR WING STAFF  
('G') DESTROYER SQUADRON STAFF  
('H') MINE WARFARE STAFF  
('I') AMPHIBIOUS SQUADRON STAFF  
('J') SUBMARINE SQUADRON STAFF  
('K') FUNCTIONAL WING STAFF  
('L') OTHER STAFF  
('M') CV  
('N') LHA  
('O') CG DD DDG FFG FF  
('P') SUBMARINE  
('Q') MINE WARFARE TYPE SHIP  
('R') MLST TYPE SHIP  
('S') AMPHIBIOUS TYPE SHIP  
('T') OTHER TYPE SHIP  
('U') VA SQUADRON  
('V') VAO SQUADRON  
('W') VAW SQUADRON  
('X') VF SQUADRON  
('Y') VP SQUADRON  
('Z') VQ SQUADRON  
('O') VS SQUADRON  
('1') HELO SQUADRON  
('2') OTHER/

## JOB

('A') STAFF COMMAND  
('B') CHIEF OF STAFF CHIEF STAFF OFFICER  
('C') OPS, PLANS GROUP  
('D') MAINT, ENGINEERING GROUP  
('E') WEAPONS, COMBAT SYSTEMS  
('F') COMMUNICATIONS GROUP  
('G') READINESS, TRAINING  
('H') TACTICS GROUP  
('I') OTHER STAFF  
('J') CC, XO  
('K') OPS, AIR OPS, AIR DEPT HEAD  
('L') OPS, AIR OPS, AIR NON-DEPT HEAD  
('M') WEAPONS, COMBAT SYSTEMS DEPT HEAD  
('N') WEAPONS, COMBAT SYSTEMS NONDEPT HEAD  
('O') MAINT, ENGINEERING DEPT HEAD  
('P') MAINT, ENGINEERING NON-DEPT HEAD  
('Q') ADMIN GROUP  
('R') SAFETY, MATOPS GROUP  
('S') FIRST LT  
('T') NAVIGATOR, ASSIST NAVIGATOR  
('U') COMMUNICATIONS OFFICER  
('V') TRAINING DEPT HEAD  
('W') TRAINING NON-DEPT HEAD  
('X') OTHER/

## TJOB

('A') LESS THAN 3 MONTHS  
('B') > OR EQUAL TO 3 MONTHS < 6  
('C') > OR EQUAL TO 6 MONTHS < 1 YEAR  
('D') > OR EQUAL TO 1 YEAR < 2 YEARS  
('E') > OR EQUAL TO 2 YEARS/

## INVOL

('A') PREDEPLOY WRKUP NOT DEPLOY OR OVERHL  
('B') PREDEPLOY WRKUP AND DEPLOY BUT NOT OVERHL  
('C') PREDEPLOY WRKUP, DEPLOY AND OVERHL  
('D') DEPLOY BUT NOT OVERHL AND PREDEPLOY WRKUP  
('E') DEPLOY AND OVERHL BUT NOT PREDEPLOY WRKUP  
('F') OVERHL BUT NOT PREDEPLOY WRKUP AND DEPLOY  
('G') OVERHL AND PREDEPLOY WRKUP BUT NOT DEPLOY  
('H') POSTDEPLOY TRAIN CYCLE  
('I') OPS OTHER THAN LISTED ABOVE/

## ACSER

('A') LESS THAN 5 YEARS  
 ('B') > OR EQUAL TO 5 YEARS < 10 YEARS  
 ('C') > OR EQUAL TO 10 YEARS < 15 YEARS  
 ('D') > OR EQUAL TO 15 YEARS < 20 YEARS  
 ('E') > OR EQUAL TO 20 YEARS < 25 YEARS  
 ('F') > OR EQUAL TO 25 YEARS/  
 CUREM ('A') DEPLOYED  
 ('B') PERMANENTLY DEPLOYED COMMAND  
 ('C') DEPLOY WORKUP < 3 MONTHS BEFORE DEPLOYMENT  
 ('D') DEPLOY WORKUP > 3 MONTHS < 1 YEAR  
 ('E') DEPLOYMENT WORKUP > 1 YEAR  
 ('F') SHIPBOARD OVERHAUL  
 ('G') ASSIST OTHERS IN DEPLOYMENT WORKUP  
 ('H') POSTDEPLOYMENT TRAINING CYCLE  
 ('I') OTHER/  
 PERSEADU ('A') < 25%  
 ('B') > EQUAL TO 25% < 50%  
 ('C') > EQUAL TO 50% < 75%  
 ('D') > EQUAL TO 75% < 100%  
 ('E') = 100%/  
 GPRCF ('A') OPS, PLANS, TRAINING  
 ('B') MAINTENANCE, ENGINEERING  
 ('C') COMBAT SYSTEMS, WEAPONS  
 ('D') ADMIN, LOGISTICS  
 ('E') COMBINATION OF A&B, B&C, A&C  
 ('F') COMBINATION OF "D" AND 1 OTHER  
 ('G') COMBINATION OF "D" AND 2 OTHERS  
 ('H') OTHER/  
 COMATSEA ('Y') YES  
 ('N') NO/  
 CODUWAY ('Y') YES  
 ('N') NO/  
 TAOQUAL ('Y') YES  
 ('N') NO/  
 AVMICOM ('Y') YES  
 ('N') NO  
 ('A') NOT APPLICABLE/  
 CONF ('A') TO A GREAT EXTENT  
 ('B') MID.....SCALE  
 ('C') TO A MODERATE EXTENT  
 ('D') MID.....SCALE  
 ('E') TO NO EXTENT  
 ('F') TACT. SKILL NOT REQU./  
 SPFTRAEN ('Y') YES  
 ('N') NO/  
 RFNRFTRA ('A') NO SEAT AVAILABLE  
 ('B') UNMATCHED CLASS DATE  
 ('C') NO TIME AVAILABLE  
 ('D') NO PREFERO REQUIRED  
 ('E') INADEQUATE FUNDING  
 ('F') OTHER/  
 RELOFTRA ('A') TO A GREAT EXTENT  
 ('B') MID.....SCALE  
 ('C') TO A MODERATE EXTENT  
 ('D') MID.....SCALE  
 ('E') TO NO EXTENT/  
 TPCCRS ('Y') YES  
 ('N') NO/  
 CTCRS ('Y') YES  
 ('N') NO/  
 SITCRS ('Y') YES

```

('N') NO/
TAO CRS ('Y') YES
        ('N') NO/
TWCCRS ('Y') YES
        ('N') NO/
TPCCRS EV ('A') VERY EFFECTIVE
          ('B') MID.....SCALE
          ('C') MODERATELY EFFECTIVE
          ('D') MID.....SCALE
          ('E') INEFFECTIVE
          ('F') NOT APPLICABLE/
CTTCRS EV ('A') VERY EFFECTIVE
          ('B') MID.....SCALE
          ('C') MODERATELY EFFECTIVE
          ('D') MID.....SCALE
          ('E') INEFFECTIVE
          ('F') NOT APPLICABLE/
STTCRS EV ('A') VERY EFFECTIVE
          ('B') MID.....SCALE
          ('C') MODERATELY EFFECTIVE
          ('D') MID.....SCALE
          ('E') INEFFECTIVE
          ('F') NOT APPLICABLE/
TAO CRS EV ('A') VERY EFFECTIVE
          ('B') MID.....SCALE
          ('C') MODERATELY EFFECTIVE
          ('D') MID.....SCALE
          ('E') INEFFECTIVE
          ('F') NOT APPLICABLE/
TWO CRS EV ('A') VERY EFFECTIVE
          ('B') MID.....SCALE
          ('C') MODERATELY EFFECTIVE
          ('D') MID.....SCALE
          ('E') INEFFECTIVE
          ('F') NOT APPLICABLE/
AFC SSC ('Y') YES
        ('N') NO/
NWC ISC ('Y') YES
        ('N') NO/
NWC SSC ('Y') YES
        ('N') NO/
NAW CSC ('Y') YES
        ('N') NO/
WC CSC ('Y') YES
        ('N') NO/
AFC SSC EV ('A') VERY EFFECTIVE
          ('B') MID.....SCALE
          ('C') MODERATELY EFFECTIVE
          ('D') MID.....SCALE
          ('E') INEFFECTIVE
          ('F') NOT APPLICABLE/
NWC ISC EV ('A') VERY EFFECTIVE
          ('B') MID.....SCALE
          ('C') MODERATELY EFFECTIVE
          ('D') MID.....SCALE
          ('E') INEFFECTIVE
          ('F') NOT APPLICABLE/
NWC SSC EV ('A') VERY EFFECTIVE
          ('B') MID.....SCALE
          ('C') MODERATELY EFFECTIVE

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```

('D') MID.....SCALE
('E') INEFFECTIVE
('F') NOT APPLICABLE/
NAWCSEV
('A') VERY EFFECTIVE
('B') MID.....SCALE
('C') MODERATELY EFFECTIVE
('D') MID.....SCALE
('E') INEFFECTIVE
('F') NOT APPLICABLE/
WCSCEV
('A') VERY EFFECTIVE
('B') MID.....SCALE
('C') MODERATELY EFFECTIVE
('D') MID.....SCALE
('E') INEFFECTIVE
('F') NOT APPLICABLE/
PFTTRJ
('Y') YES
('N') NO/
EFLCTTR
('A') VERY EFFECTIVE
('B') MID.....SCALE
('C') MODERATELY EFFECTIVE
('D') MID.....SCALE
('E') INEFFECTIVE/
EFLCTTRE
('A') VERY EFFECTIVE
('B') MID.....SCALE
('C') MODERATELY EFFECTIVE
('D') MID.....SCALE
('E') INEFFECTIVE/
EFLCTTF
('A') VERY EFFECTIVE
('B') MID.....SCALE
('C') MODERATELY EFFECTIVE
('D') MID.....SCALE
('E') INEFFECTIVE/
EFLCTTFL
('A') VERY EFFECTIVE
('B') MID.....SCALE
('C') MODERATELY EFFECTIVE
('D') MID.....SCALE
('E') INEFFECTIVE/
EFLCTTRW
('A') VERY EFFECTIVE
('B') MID.....SCALE
('C') MODERATELY EFFECTIVE
('D') MID.....SCALE
('E') INEFFECTIVE/
IIFDCTT
('A') TO A GREAT EXTENT
('B') MID.....SCALE
('C') TO A MODERATE EXTENT
('D') MID.....SCALE
('E') TO NO EXTENT/
RIDCSCR
('A') HIGHLY IMPORTANT
('B') MID.....SCALE
('C') MODERATELY IMPORTANT
('D') MID.....SCALE
('E') NOT IMPORTANT/
RIDCSCRE
('A') HIGHLY IMPORTANT
('B') MID.....SCALE
('C') MODERATELY IMPORTANT
('D') MID.....SCALE
('E') NOT IMPORTANT/
RIDCSCF
('A') HIGHLY IMPORTANT
('B') MID.....SCALE
('C') MODERATELY IMPORTANT
('D') MID.....SCALE
('E') NOT IMPORTANT/
RIDCSCRF

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```

('A') HIGHLY IMPORTANT
('B') MID.....SCALE
('C') MODERATELY IMPORTANT
('D') MID.....SCALE
('E') NOT IMPORTANT/
RIDCSCRW ('A') HIGHLY IMPORTANT
          ('B') MID.....SCALE
          ('C') MODERATELY IMPORTANT
          ('D') MID.....SCALE
          ('E') NOT IMPORTANT/
RIDCSCSM ('A') HIGHLY IMPORTANT
          ('B') MID.....SCALE
          ('C') MODERATELY IMPORTANT
          ('D') MID.....SCALE
          ('E') NOT IMPORTANT/
RIDCSCFF ('A') HIGHLY IMPORTANT
          ('B') MID.....SCALE
          ('C') MODERATELY IMPORTANT
          ('D') MID.....SCALE
          ('E') NOT IMPORTANT/
RIDCSCLP ('A') HIGHLY IMPORTANT
          ('B') MID.....SCALE
          ('C') MODERATELY IMPORTANT
          ('D') MID.....SCALE
          ('E') NOT IMPORTANT/
RIDCSCIP ('A') HIGHLY IMPORTANT
          ('B') MID.....SCALE
          ('C') MODERATELY IMPORTANT
          ('D') MID.....SCALE
          ('E') NOT IMPORTANT/
RIDCSCIE ('A') HIGHLY IMPORTANT
          ('B') MID.....SCALE
          ('C') MODERATELY IMPORTANT
          ('D') MID.....SCALE
          ('E') NOT IMPORTANT/
RIDCSCUR ('A') HIGHLY IMPORTANT
          ('B') MID.....SCALE
          ('C') MODERATELY IMPORTANT
          ('D') MID.....SCALE
          ('E') NOT IMPORTANT/
RIDCSCSD ('A') HIGHLY IMPORTANT
          ('B') MID.....SCALE
          ('C') MODERATELY IMPORTANT
          ('D') MID.....SCALE
          ('E') NOT IMPORTANT/
PEUSCHWG ('Y') YES
          ('N') NO/
UITDITT ('A') TO A GREAT EXTENT
          ('B') MID.....SCALE
          ('C') TO A MODERATE EXTENT
          ('D') MID.....SCALE
          ('E') TO NO EXTENT
          ('F') NOT APPLICABLE/
IIFDIT ('A') TO A GREAT EXTENT
          ('B') MID.....SCALE
          ('C') TO A MODERATE EXTENT
          ('D') MID.....SCALE
          ('E') TO NO EXTENT/
IITTAC ('A') TO A GREAT EXTENT
          ('B') MID.....SCALE
          ('C') TO A MODERATE EXTENT
          ('D') MID.....SCALE
          ('E') TO NO EXTENT/

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CHTT ('Y') YES  
('N') NO/  
RIOCFIT ('A') VERY IMPORTANT  
('B') MID.....SCALE  
('C') MODERATLY IMPORTANT  
('D') MID.....SCALE  
('E') NOT IMPORTANT/  
CPCTGA ('A') SIGNIFICANTLY HIGHER  
('B') HIGHER  
('C') EQUAL  
('D') HIGHER  
('E') SIGNIFICANTLY HIGHER/  
CPCTPNFM ('A') SIGNIFICANTLY HIGHER  
('B') HIGHER  
('C') EQUAL  
('D') HIGHER  
('E') SIGNIFICANTLY HIGHER/  
CPCSTK ('A') SIGNIFICANTLY HIGHER  
('B') HIGHER  
('C') EQUAL  
('D') HIGHER  
('E') SIGNIFICANTLY HIGHER/  
CFCTOPC ('A') SIGNIFICANTLY HIGHER  
('B') HIGHER  
('C') EQUAL  
('D') HIGHER  
('E') SIGNIFICANTLY HIGHER/  
CFCGAPNP ('A') SIGNIFICANTLY HIGHER  
('B') HIGHER  
('C') EQUAL  
('D') HIGHER  
('E') SIGNIFICANTLY HIGHER/  
CPCGASTK ('A') SIGNIFICANTLY HIGHER  
('B') HIGHER  
('C') EQUAL  
('D') HIGHER  
('E') SIGNIFICANTLY HIGHER/  
CPCGAOPQ ('A') SIGNIFICANTLY HIGHER  
('B') HIGHER  
('C') EQUAL  
('D') HIGHER  
('E') SIGNIFICANTLY HIGHER/  
CFCFNPST ('A') SIGNIFICANTLY HIGHER  
('B') HIGHER  
('C') EQUAL  
('D') HIGHER  
('E') SIGNIFICANTLY HIGHER/  
CFCFNECF ('A') SIGNIFICANTLY HIGHER  
('B') HIGHER  
('C') EQUAL  
('D') HIGHER  
('E') SIGNIFICANTLY HIGHER/  
CPCSTKOP ('A') SIGNIFICANTLY HIGHER  
('B') HIGHER  
('C') EQUAL  
('D') HIGHER  
('E') SIGNIFICANTLY HIGHER/  
NPCTGA ('A') SIGNIFICANTLY HIGHER  
('B') HIGHER  
('C') EQUAL  
('D') HIGHER  
('E') SIGNIFICANTLY HIGHER/

NPCTFNM  
 ('A') SIGNIFICANTLY HIGHER  
 ('B') HIGHER  
 ('C') EQUAL  
 ('D') HIGHER  
 ('E') SIGNIFICANTLY HIGHER/  
 NPCISTK  
 ('A') SIGNIFICANTLY HIGHER  
 ('B') HIGHER  
 ('C') EQUAL  
 ('D') HIGHER  
 ('E') SIGNIFICANTLY HIGHER/  
 NFCTOPQ  
 ('A') SIGNIFICANTLY HIGHER  
 ('B') HIGHER  
 ('C') EQUAL  
 ('D') HIGHER  
 ('E') SIGNIFICANTLY HIGHER/  
 NPCGAPNP  
 ('A') SIGNIFICANTLY HIGHER  
 ('B') HIGHER  
 ('C') EQUAL  
 ('D') HIGHER  
 ('E') SIGNIFICANTLY HIGHER/  
 NPCGASTK  
 ('A') SIGNIFICANTLY HIGHER  
 ('B') HIGHER  
 ('C') EQUAL  
 ('D') HIGHER  
 ('E') SIGNIFICANTLY HIGHER/  
 NFCTAOEQ  
 ('A') SIGNIFICANTLY HIGHER  
 ('B') HIGHER  
 ('C') EQUAL  
 ('D') HIGHER  
 ('E') SIGNIFICANTLY HIGHER/  
 NFCTNPST  
 ('A') SIGNIFICANTLY HIGHER  
 ('B') HIGHER  
 ('C') EQUAL  
 ('D') HIGHER  
 ('E') SIGNIFICANTLY HIGHER/  
 NFCTNPQP  
 ('A') SIGNIFICANTLY HIGHER  
 ('B') HIGHER  
 ('C') EQUAL  
 ('D') HIGHER  
 ('E') SIGNIFICANTLY HIGHER/  
 NPCSTKOP  
 ('A') SIGNIFICANTLY HIGHER  
 ('B') HIGHER  
 ('C') EQUAL  
 ('D') HIGHER  
 ('E') SIGNIFICANTLY HIGHER/  
 IPCTGA  
 ('A') SIGNIFICANTLY HIGHER  
 ('B') HIGHER  
 ('C') EQUAL  
 ('D') HIGHER  
 ('E') SIGNIFICANTLY HIGHER/  
 IPCTFNM  
 ('A') SIGNIFICANTLY HIGHER  
 ('B') HIGHER  
 ('C') EQUAL  
 ('D') HIGHER  
 ('E') SIGNIFICANTLY HIGHER/  
 IPCTSTK  
 ('A') SIGNIFICANTLY HIGHER  
 ('B') HIGHER  
 ('C') EQUAL  
 ('D') HIGHER  
 ('E') SIGNIFICANTLY HIGHER/  
 IPCTOPQ  
 ('A') SIGNIFICANTLY HIGHER  
 ('B') HIGHER

```

      {'C'} EQUAL
      {'D'} HIGHER
      {'E'} SIGNIFICANTLY HIGHER/
IFCGAPNP {'A'} SIGNIFICANTLY HIGHER
          {'B'} HIGHER
          {'C'} EQUAL
          {'D'} HIGHER
          {'E'} SIGNIFICANTLY HIGHER/
IPCGASTK {'A'} SIGNIFICANTLY HIGHER
          {'B'} HIGHER
          {'C'} EQUAL
          {'D'} HIGHER
          {'E'} SIGNIFICANTLY HIGHER/
IPCGAOPQ {'A'} SIGNIFICANTLY HIGHER
          {'B'} HIGHER
          {'C'} EQUAL
          {'D'} HIGHER
          {'E'} SIGNIFICANTLY HIGHER/
IECPNPST {'A'} SIGNIFICANTLY HIGHER
          {'B'} HIGHER
          {'C'} EQUAL
          {'D'} HIGHER
          {'E'} SIGNIFICANTLY HIGHER/
IECPNPQP {'A'} SIGNIFICANTLY HIGHER
          {'B'} HIGHER
          {'C'} EQUAL
          {'D'} HIGHER
          {'E'} SIGNIFICANTLY HIGHER/
IPCSTKOP {'A'} SIGNIFICANTLY HIGHER
          {'B'} HIGHER
          {'C'} EQUAL
          {'D'} HIGHER
          {'E'} SIGNIFICANTLY HIGHER/
TDAWC    {'Y'} YES
          {'N'} NO/
TEACWC   {'Y'} YES
          {'N'} NO/
TDRCE    {'Y'} YES
          {'N'} NO/
IPTDADTC {'A'} TO A GREAT EXTENT
          {'B'} MID SCALE
          {'C'} TO A MODERATE EXTENT
          {'D'} MID SCALE
          {'E'} TO NO EXTENT/
SRTD     {'Y'} YES
          {'N'} NO/
ETD      {'Y'} YES
          {'N'} NO/
CPTD     {'Y'} YES
          {'N'} NO/
ATS      {'Y'} YES
          {'N'} NO/
ATWACHM  {'Y'} YES
          {'N'} NO/
AIWCTD   {'Y'} YES
          {'N'} NO/
PWSITD   {'Y'} YES
          {'N'} NO/

```

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FTS      ('Y') YES
         ('N') NO/
PTWACH   ('Y') YES
         ('N') NO/
FIWCWD   ('Y') YES
         ('N') NO/
IPITDDTC ('A') TO A GREAT EXTENT
         ('B') MID SCALE
         ('C') TO A MODERATE EXTENT
         ('D') MID SCALE
         ('E') TO NO EXTENT
         ('F') NOT APPLICABLE/
IPFTDDTC ('A') TO A GREAT EXTENT
         ('B') MID SCALE
         ('C') TO A MODERATE EXTENT
         ('D') MID SCALE
         ('E') TO NO EXTENT
         ('F') NOT APPLICABLE/
IPIWDDTC ('A') TO A GREAT EXTENT
         ('B') MID SCALE
         ('C') TO A MODERATE EXTENT
         ('D') MID SCALE
         ('E') TO NO EXTENT
         ('F') NOT APPLICABLE/
IPTCCDTC ('A') TO A GREAT EXTENT
         ('B') MID SCALE
         ('C') TO A MODERATE EXTENT
         ('D') MID SCALE
         ('E') TO NO EXTENT
         ('F') NOT APPLICABLE/
IPTDRDTC ('A') TO A GREAT EXTENT
         ('B') MID SCALE
         ('C') TO A MODERATE EXTENT
         ('D') MID SCALE
         ('E') TO NO EXTENT
         ('F') NOT APPLICABLE/
IPATTDTC ('A') TO A GREAT EXTENT
         ('B') MID SCALE
         ('C') TO A MODERATE EXTENT
         ('D') MID SCALE
         ('E') TO NO EXTENT
         ('F') NOT APPLICABLE/
IPICGDTC ('A') TO A GREAT EXTENT
         ('B') MID SCALE
         ('C') TO A MODERATE EXTENT
         ('D') MID SCALE
         ('E') TO NO EXTENT
         ('F') NOT APPLICABLE/
IPTSDTC  ('A') TO A GREAT EXTENT
         ('B') MID SCALE
         ('C') TO A MODERATE EXTENT
         ('D') MID SCALE
         ('E') TO NO EXTENT
         ('F') NOT APPLICABLE/
IPTCMDTC ('A') TO A GREAT EXTENT
         ('B') MID SCALE
         ('C') TO A MODERATE EXTENT
         ('D') MID SCALE
         ('E') TO NO EXTENT
         ('F') NOT APPLICABLE/
IPRTDTC  ('A') TO A GREAT EXTENT
         ('B') MID SCALE

```

('C') TO A MODERATE EXTENT  
 ('D') MID SCALE  
 ('E') TO NO EXTENT  
 ('F') NOT APPLICABLE/  
 IPWGCDTC  
 ('A') TO A GREAT EXTENT  
 ('B') MID SCALE  
 ('C') TO A MODERATE EXTENT  
 ('D') MID SCALE  
 ('E') TO NO EXTENT  
 ('F') NOT APPLICABLE/  
 IPISDTC  
 ('A') TO A GREAT EXTENT  
 ('B') MID SCALE  
 ('C') TO A MODERATE EXTENT  
 ('D') MID SCALE  
 ('E') TO NO EXTENT  
 ('F') NOT APPLICABLE/  
 IPPEGDTC  
 ('A') TO A GREAT EXTENT  
 ('B') MID SCALE  
 ('C') TO A MODERATE EXTENT  
 ('D') MID SCALE  
 ('E') TO NO EXTENT  
 ('F') NOT APPLICABLE/  
 IFWCFRK  
 ('A') TOP 10%  
 ('B') TOP 25%  
 ('C') TOP 50%  
 ('D') BOTTOM 50%  
 ('E') BOTTOM 25%  
 ('F') BOTTOM 10%/  
 IRWCPS  
 ('A') TOP 10%  
 ('B') TOP 25%  
 ('C') TOP 50%  
 ('D') BOTTOM 50%  
 ('E') BOTTOM 25%  
 ('F') BOTTOM 10%/  
 IRSRK  
 ('A') TOP 10%  
 ('B') TOP 25%  
 ('C') TOP 50%  
 ('D') BOTTOM 50%  
 ('E') BOTTOM 25%  
 ('F') BOTTOM 10%/  
 IRSM  
 ('A') TOP 10%  
 ('B') TOP 25%  
 ('C') TOP 50%  
 ('D') BOTTOM 50%  
 ('E') BOTTOM 25%  
 ('F') BOTTOM 10%/  
 RAOTEFWC  
 ('Y') YES  
 ('N') NO/  
 IOATEFAT  
 ('A') CONSIDERABLE TIME AVAILABLE  
 ('B') MID SCALE  
 ('C') ADEQUATE TIME AVAILABLE  
 ('D') MID SCALE  
 ('E') NO TIME AVAILABLE/  
 IOATEFCL  
 ('A') CONSIDERABLY UNDERSTANDABLE  
 ('B') MID SCALE  
 ('C') UNDESTANDABLE  
 ('D') MID SCALE  
 ('E') CONFUSING/  
 IOATEFOA  
 ('A') HIGH QUALITY  
 ('B') MID SCALE  
 ('C') MODERATE QUALITY  
 ('D') MID SCALE  
 ('E') LOW QUALITY/  
 IOATEFQU



```

('A') EXCESSIVE QUANTITY
('B') MID SCALE
('C') SUFFICIENT QUANTITY
('D') MID SCALE
('E') INSUFFICIENT QUANTITY/
OSEOTC
('A') TO A GREAT EXTENT
('B') MID SCALE
('C') TO A MODERATE EXTENT
('D') MID SCALE
('E') TO NO EXTENT
('F') NOT APPLICABLE/
ISSEADTC
('A') TO A GREAT EXTENT
('B') MID SCALE
('C') TO A MODERATE EXTENT
('D') MID SCALE
('E') TO NO EXTENT
('F') NOT APPLICABLE/
COADTC
('A') TO A GREAT EXTENT
('B') MID SCALE
('C') TO A MODERATE EXTENT
('D') MID SCALE
('E') TO NO EXTENT
('F') NOT APPLICABLE/
SSAADTC
('A') TO A GREAT EXTENT
('B') MID SCALE
('C') TO A MODERATE EXTENT
('D') MID SCALE
('E') TO NO EXTENT
('F') NOT APPLICABLE/
FRADTC
('A') TO A GREAT EXTENT
('B') MID SCALE
('C') TO A MODERATE EXTENT
('D') MID SCALE
('E') TO NO EXTENT
('F') NOT APPLICABLE/
MRADTC
('A') TO A GREAT EXTENT
('B') MID SCALE
('C') TO A MODERATE EXTENT
('D') MID SCALE
('E') TO NO EXTENT
('F') NOT APPLICABLE/
IADTC
('A') TO A GREAT EXTENT
('B') MID SCALE
('C') TO A MODERATE EXTENT
('D') MID SCALE
('E') TO NO EXTENT
('F') NOT APPLICABLE/
RIADTC
('A') TO A GREAT EXTENT
('B') MID SCALE
('C') TO A MODERATE EXTENT
('D') MID SCALE
('E') TO NO EXTENT
('F') NOT APPLICABLE/
SCDICD
(1) 1ST ACTIVITY TO BE DELETED
(2) 2ND ACTIVITY TO BE DELETED
(3) 3RD ACTIVITY TO BE DELETED
(4) 4TH ACTIVITY TO BE DELETED
(5) 5TH ACTIVITY TO BE DELETED
(6) 6TH ACTIVITY TO BE DELETED
(7) 7TH ACTIVITY TO BE DELETED
(8) 8TH ACTIVITY TO BE DELETED
(9) LAST ACTIVITY TO BE DELETED/
SCDARCD
(1) 1ST ACTIVITY TO BE DELETED
(2) 2ND ACTIVITY TO BE DELETED
(3) 3RD ACTIVITY TO BE DELETED

```



(9) LAST ACTIVITY TO BE DELETED/

TB3GEAFA  
(Y) YES  
(N) NO/

TEEGEALL  
(Y) YES  
(N) NO/

IBKSFR  
(A) ESSENTIAL  
(B) EXTREMELY IMPORTANT  
(C) IMPORTANT BUT NOT SPECIFIC FITREP WORTHY  
(D) IMPORTANT SHOULD NOT BE COMMENTED ON  
(E) NOT IMPORTANT/

HPDASHL  
(A) LESS THAN 8 HOURS  
(B) > OR EQUAL TO 8 < THAN 9 HOURS  
(C) > OR EQUAL TO 9 < THAN 10 HOURS  
(D) > OR EQUAL TO 10 < THAN 11 HOURS  
(E) > OR EQUAL TO 11 < THAN 12 HOURS  
(F) > OR EQUAL TO 12 < THAN 13 HOURS  
(G) > OR EQUAL TO 13 < THAN 14 HOURS  
(H) GREATER THAN 14 HOURS  
(I) NOT APPLICABLE/

HPDIPWL  
(A) LESS THAN 8 HOURS  
(B) > OR EQUAL TO 8 < THAN 9 HOURS  
(C) > OR EQUAL TO 9 < THAN 10 HOURS  
(D) > OR EQUAL TO 10 < THAN 11 HOURS  
(E) > OR EQUAL TO 11 < THAN 12 HOURS  
(F) > OR EQUAL TO 12 < THAN 13 HOURS  
(G) > OR EQUAL TO 13 < THAN 14 HOURS  
(H) GREATER THAN 14 HOURS  
(I) NOT APPLICABLE/

DPWWIA  
(A) 1 DAY  
(B) 2 DAYS  
(C) 3 DAYS  
(D) 4 DAYS  
(E) 5 DAYS  
(F) 6 DAYS  
(G) 7 DAYS  
(H) NOT APPLICABLE/

DPWWLI  
(A) 1 DAY  
(B) 2 DAYS  
(C) 3 DAYS  
(D) 4 DAYS  
(E) 5 DAYS  
(F) 6 DAYS  
(G) 7 DAYS  
(H) NOT APPLICABLE/

ROTAFF  
(01) GREATEST AMOUNT OF TIME  
(02) LESS THAN  
(03) LESS THAN  
(04) LESS THAN  
(05) LESS THAN  
(06) LESS THAN  
(07) LESS THAN  
(08) LESS THAN  
(09) LESS THAN  
(10) LEAST AMOUNT OF TIME/

ROTAADP  
(01) GREATEST AMOUNT OF TIME  
(02) LESS THAN  
(03) LESS THAN  
(04) LESS THAN  
(05) LESS THAN  
(06) LESS THAN  
(07) LESS THAN  
(08) LESS THAN  
(09) LESS THAN  
(10) LEAST AMOUNT OF TIME/

ROTAAP  
(01) GREATEST AMOUNT OF TIME

```

(02) LESS TIME
(03) LESS TIME
(04) LESS TIME
(05) LESS TIME
(06) LESS TIME
(07) LESS TIME
(08) LESS TIME
(09) LESS TIME
(10) LEAST AMOUNT OF TIME/
ROTATT P
(01) GREATEST AMOUNT OF TIME
(02) LESS TIME
(03) LESS TIME
(04) LESS TIME
(05) LESS TIME
(06) LESS TIME
(07) LESS TIME
(08) LESS TIME
(09) LESS TIME
(10) LEAST AMOUNT OF TIME/
ROTANT P
(01) GREATEST AMOUNT OF TIME
(02) LESS TIME
(03) LESS TIME
(04) LESS TIME
(05) LESS TIME
(06) LESS TIME
(07) LESS TIME
(08) LESS TIME
(09) LESS TIME
(10) LEAST AMOUNT OF TIME/
ROTAF P
(01) GREATEST AMOUNT OF TIME
(02) LESS TIME
(03) LESS TIME
(04) LESS TIME
(05) LESS TIME
(06) LESS TIME
(07) LESS TIME
(08) LESS TIME
(09) LESS TIME
(10) LEAST AMOUNT OF TIME/
ROTAPR P
(01) GREATEST AMOUNT OF TIME
(02) LESS TIME
(03) LESS TIME
(04) LESS TIME
(05) LESS TIME
(06) LESS TIME
(07) LESS TIME
(08) LESS TIME
(09) LESS TIME
(10) LEAST AMOUNT OF TIME/
ROTAM P
(01) GREATEST AMOUNT OF TIME
(02) LESS TIME
(03) LESS TIME
(04) LESS TIME
(05) LESS TIME
(06) LESS TIME
(07) LESS TIME
(08) LESS TIME
(09) LESS TIME
(10) LEAST AMOUNT OF TIME/
ROTAW P
(01) GREATEST AMOUNT OF TIME
(02) LESS TIME
(03) LESS TIME
(04) LESS TIME
(05) LESS TIME
(06) LESS TIME
(07) LESS TIME
(08) LESS TIME
(09) LESS TIME
(10) LEAST AMOUNT OF TIME/

```

ROTAFPOP  
 (01) GREATEST AMOUNT OF TIME  
 (02) LESS TIME  
 (03) LESS TIME  
 (04) LESS TIME  
 (05) LESS TIME  
 (06) LESS TIME  
 (07) LESS TIME  
 (08) LESS TIME  
 (09) LESS TIME  
 (10) LEAST AMOUNT OF TIME/  
 APROCTA  
 ('A') TO A GREAT EXTENT  
 ('B') MID SCALE  
 ('C') TO A MODERATE EXTENT  
 ('D') MID SCALE  
 ('E') TO NO EXTENT/  
 ROTAFPEL  
 (01) GREATEST AMOUNT OF TIME  
 (02) LESS TIME  
 (03) LESS TIME  
 (04) LESS TIME  
 (05) LESS TIME  
 (06) LESS TIME  
 (07) LESS TIME  
 (08) LESS TIME  
 (09) LESS TIME  
 (10) LEAST AMOUNT OF TIME/  
 ROTACDD  
 (01) GREATEST AMOUNT OF TIME  
 (02) LESS TIME  
 (03) LESS TIME  
 (04) LESS TIME  
 (05) LESS TIME  
 (06) LESS TIME  
 (07) LESS TIME  
 (08) LESS TIME  
 (09) LESS TIME  
 (10) LEAST AMOUNT OF TIME/  
 ROTAAARD  
 (01) GREATEST AMOUNT OF TIME  
 (02) LESS TIME  
 (03) LESS TIME  
 (04) LESS TIME  
 (05) LESS TIME  
 (06) LESS TIME  
 (07) LESS TIME  
 (08) LESS TIME  
 (09) LESS TIME  
 (10) LEAST AMOUNT OF TIME/  
 ROTATTID  
 (01) GREATEST AMOUNT OF TIME  
 (02) LESS TIME  
 (03) LESS TIME  
 (04) LESS TIME  
 (05) LESS TIME  
 (06) LESS TIME  
 (07) LESS TIME  
 (08) LESS TIME  
 (09) LESS TIME  
 (10) LEAST AMOUNT OF TIME/  
 ROTANTTD  
 (01) GREATEST AMOUNT OF TIME  
 (02) LESS TIME  
 (03) LESS TIME  
 (04) LESS TIME  
 (05) LESS TIME  
 (06) LESS TIME  
 (07) LESS TIME  
 (08) LESS TIME  
 (09) LESS TIME  
 (10) LEAST AMOUNT OF TIME/  
 ROTAFEMD  
 (01) GREATEST AMOUNT OF TIME  
 (02) LESS TIME



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(03) LESS TIME
(04) LESS TIME
(05) LESS TIME
(06) LESS TIME
(07) LESS TIME
(08) LESS TIME
(09) LESS TIME
(10) LEAST AMOUNT OF TIME/
ROTAERMD
(01) GREATEST AMOUNT OF TIME
(02) LESS TIME
(03) LESS TIME
(04) LESS TIME
(05) LESS TIME
(06) LESS TIME
(07) LESS TIME
(08) LESS TIME
(09) LESS TIME
(10) LEAST AMOUNT OF TIME/
ROTAMMD
(01) GREATEST AMOUNT OF TIME
(02) LESS TIME
(03) LESS TIME
(04) LESS TIME
(05) LESS TIME
(06) LESS TIME
(07) LESS TIME
(08) LESS TIME
(09) LESS TIME
(10) LEAST AMOUNT OF TIME/
ROTAKMD
(01) GREATEST AMOUNT OF TIME
(02) LESS TIME
(03) LESS TIME
(04) LESS TIME
(05) LESS TIME
(06) LESS TIME
(07) LESS TIME
(08) LESS TIME
(09) LESS TIME
(10) LEAST AMOUNT OF TIME/
ROTAFFMD
(01) GREATEST AMOUNT OF TIME
(02) LESS TIME
(03) LESS TIME
(04) LESS TIME
(05) LESS TIME
(06) LESS TIME
(07) LESS TIME
(08) LESS TIME
(09) LESS TIME
(10) LEAST AMOUNT OF TIME/
TPDIHMO
(A) LESS THAN 30 MINUTES
(B) > THAN OR EQUAL TO 30 MINUTES < THAN 1 HOUR
(C) > THAN OR EQUAL TO 1 HOUR < THAN 2 HOURS
(D) > THAN OR EQUAL TO 2 HOURS < THAN 3 HOURS
(E) > THAN OR EQUAL TO 3 HOURS < THAN 4 HOURS
(F) > THAN OR EQUAL TO 4 HOURS < THAN 5 HOURS
(G) > THAN OR EQUAL TO 5 HOURS < THAN 6 HOURS
(H) > THAN OR EQUAL TO 6 HOURS < THAN 7 HOURS
(I) > THAN OR EQUAL TO 7 HOURS < THAN 8 HOURS
(J) > THAN OR EQUAL TO 8 HOURS < THAN 9 HOURS
(K) > THAN OR EQUAL TO 9 HOURS < THAN 10 HOURS
(L) > THAN OR EQUAL TO 10 HOURS < THAN 11 HOURS
(M) > THAN OR EQUAL TO 11 HOURS < THAN 12 HOURS
(N) > THAN OR EQUAL TO 12 HOURS < THAN 13 HOURS
(O) > THAN OR EQUAL TO 13 HOURS < THAN 14 HOURS
(P) > THAN OR EQUAL TO 14 HOURS/
TPDIHMT
(A) LESS THAN 30 MINUTES
(B) > THAN OR EQUAL TO 30 MINUTES < THAN 1 HOUR
(C) > THAN OR EQUAL TO 1 HOUR < THAN 2 HOURS
(D) > THAN OR EQUAL TO 2 HOURS < THAN 3 HOURS
(E) > THAN OR EQUAL TO 3 HOURS < THAN 4 HOURS

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('F') > THAN OR EQUAL TO 4 HOURS < THAN 5 HOURS
('G') > THAN OR EQUAL TO 5 HOURS < THAN 6 HOURS
('H') > THAN OR EQUAL TO 6 HOURS < THAN 7 HOURS
('I') > THAN OR EQUAL TO 7 HOURS < THAN 8 HOURS
('J') > THAN OR EQUAL TO 8 HOURS < THAN 9 HOURS
('K') > THAN OR EQUAL TO 9 HOURS < THAN 10 HOURS
('L') > THAN OR EQUAL TO 10 HOURS < THAN 11 HOURS
('M') > THAN OR EQUAL TO 11 HOURS < THAN 12 HOURS
('N') > THAN OR EQUAL TO 12 HOURS < THAN 13 HOURS
('O') > THAN OR EQUAL TO 13 HOURS < THAN 14 HOURS
('P') > THAN OR EQUAL TO 14 HOURS/

IPOBCH ('A') TO A GREAT EXTENT
        ('B') MID.....SCALE
        ('C') TO A MODERATE EXTENT
        ('D') MID.....SCALE
        ('E') TO NO EXTENT/

IPOPCACG ('A') TO A GREAT EXTENT
          ('B') MID.....SCALE
          ('C') TO A MODERATE EXTENT
          ('D') MID.....SCALE
          ('E') TO NO EXTENT/

IPSTADTC ('A') TO A GREAT EXTENT
          ('B') MID.....SCALE
          ('C') TO A MODERATE EXTENT
          ('D') MID.....SCALE
          ('E') TO NO EXTENT/

IPCEDTC ('A') TO A GREAT EXTENT
         ('B') MID.....SCALE
         ('C') TO A MODERATE EXTENT
         ('D') MID.....SCALE
         ('E') TO NO EXTENT/

IPCGEDTC ('A') TO A GREAT EXTENT
          ('B') MID.....SCALE
          ('C') TO A MODERATE EXTENT
          ('D') MID.....SCALE
          ('E') TO NO EXTENT/

IPNGPDT ('A') TO A GREAT EXTENT
          ('B') MID.....SCALE
          ('C') TO A MODERATE EXTENT
          ('D') MID.....SCALE
          ('E') TO NO EXTENT/

NEGTEACO ('A') TO A GREAT EXTENT
          ('B') MID.....SCALE
          ('C') TO A MODERATE EXTENT
          ('D') MID.....SCALE
          ('E') TO NO EXTENT
          ('F') NOT APPLICABLE/

IPBGFCOR ('A') STRONG
          ('B') MID.....SCALE
          ('C') SUFFICIENT
          ('D') MID.....SCALE
          ('E') WEAK
          ('F') NOT APPLICABLE/

IPBGFTP ('A') STRONG
          ('B') MID.....SCALE
          ('C') SUFFICIENT
          ('D') MID.....SCALE
          ('E') WEAK
          ('F') NOT APPLICABLE/

IFBGGPX ('A') STRONG
          ('B') MID.....SCALE
          ('C') SUFFICIENT
          ('D') MID.....SCALE
          ('E') WEAK
          ('F') NOT APPLICABLE/

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IPBGPCNO  
     ('A') STRONG  
     ('B') MID.....SCALE  
     ('C') SUFFICIENT  
     ('D') MID.....SCALE  
     ('E') WEAK  
     ('F') NOT APPLICABLE/  
 IPBGPFEE  
     ('A') STRONG  
     ('B') MID.....SCALE  
     ('C') SUFFICIENT  
     ('D') MID.....SCALE  
     ('E') WEAK  
     ('F') NOT APPLICABLE/  
 IPBGPTTEA  
     ('A') STRONG  
     ('B') MID.....SCALE  
     ('C') SUFFICIENT  
     ('D') MID.....SCALE  
     ('E') WEAK  
     ('F') NOT APPLICABLE/  
 IPBGFORG  
     ('A') STRONG  
     ('B') MID.....SCALE  
     ('C') SUFFICIENT  
     ('D') MID.....SCALE  
     ('E') WEAK  
     ('F') NOT APPLICABLE/  
 IPNWPDTTC  
     ('Y') YES  
     ('N') NO/  
 ISOOPPE  
     ('A') TO A GREAT EXTENT  
     ('B') MID.....SCALE  
     ('C') TO A MODERATE EXTENT  
     ('D') MID.....SCALE  
     ('E') TO NO EXTENT  
     ('F') NOT APPLICABLE/  
 IOTYEGC  
     ('Y') YES  
     ('N') NO  
     ('A') NOT APPLICABLE/  
 EIPEGWCC  
     ('A') TO A GREAT EXTENT  
     ('B') MID.....SCALE  
     ('C') TO A MODERATE EXTENT  
     ('D') MID.....SCALE  
     ('E') TO NO EXTENT  
     ('F') NOT APPLICABLE/  
 CXODHSTI  
     ('A') TO A GREAT EXTENT  
     ('B') MID.....SCALE  
     ('C') TO A MODERATE EXTENT  
     ('D') MID.....SCALE  
     ('E') TO NO EXTENT  
     ('F') NOT APPLICABLE/  
 COSCCTDG  
     ('A') TO A GREAT EXTENT  
     ('B') MID.....SCALE  
     ('C') TO A MODERATE EXTENT  
     ('D') MID.....SCALE  
     ('E') TO NO EXTENT  
     ('F') NOT APPLICABLE/  
 CissetDC  
     ('A') TO A GREAT EXTENT  
     ('B') MID.....SCALE  
     ('C') TO A MODERATE EXTENT  
     ('D') MID.....SCALE  
     ('E') TO NO EXTENT  
     ('F') NOT APPLICABLE/  
 CJCHCTP  
     ('A') TO A GREAT EXTENT  
     ('B') MID.....SCALE  
     ('C') TO A MODERATE EXTENT  
     ('D') MID.....SCALE

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TCNFCJ ('E') TO NO EXTENT/
('A') TO A GREAT EXTENT
('B') MID....SCALE
('C') TO A MODERATE EXTENT
('D') MID....SCALE
('E') TO NO EXTENT/
TCPAWY ('A') TO A GREAT EXTENT
('B') MID....SCALE
('C') TO A MODERATE EXTENT
('D') MID....SCALE
('E') TO NO EXTENT/

IF (SCDICD LT 1) SCDICD = 0
IF (SCDARCD LT 1) SCDARCD = 0
IF (SCDMATCD LT 1) SCDMATCD = 0
IF (SCDTRICD LT 1) SCDTRICD = 0
IF (SCDISTCD LT 1) SCDISTCD = 0
IF (SCDBGECD LT 1) SCDBGECD = 0
IF (SCDFECD LT 1) SCDFECD = 0
IF (SCDSMCD LT 1) SCDSMCD = 0
IF (SCDOCCD LT 1) SCDOCCD = 0
IF (ROTAPBP LT 1) ROTAPBP = 0
IF (RCTACDP LT 1) RCTACDP = 0
IF (ROTAARP LT 1) ROTAARP = 0
IF (ROTATTP LT 1) ROTATTP = 0
IF (ROTANTTP LT 1) ROTANTTP = 0
IF (ROTAPEMP LT 1) ROTAPEMP = 0
IF (ROTAPRMD LT 1) ROTAPRMD = 0
IF (RCTAMMP LT 1) RCTAMMP = 0
IF (ROTAWE LT 1) RCTAMP = 0
IF (RCTAPPOP LT 1) ROTAPPOP = 0
IF (ROTAPBD LT 1) ROTAPBD = 0
IF (RCTACDD LT 1) RCTACDD = 0
IF (ROTAARD LT 1) ROTAARD = 0
IF (RCTATTD LT 1) RCTATTD = 0
IF (ROTANTTD LT 1) ROTANTTD = 0
IF (ROTAPEMD LT 1) ROTAPEMD = 0
IF (ROTAPRMD LT 1) ROTAPRMD = 0
IF (ROTAMMD LT 1) ROTAMMD = 0
IF (ROTAWD LT 1) RCTAWD = 0
IF (ROTAPOD LT 1) ROTAPOD = 0
MISSING VALUES GRADE TO RIADTC IBBGEAFA TO DPWWLIP APROTA
TPDIHNC TO TCPAWY ('E')
MISSING VALUES SCDICD TO SCDOCCD ROTAARP TO ROTAPPQP
ROTAEBD TO ROTAPBOD (0)
PRINT FORMATS GRADE TO RIADTC IBBGEAFA TO DPWWLIP APROTA
TPDIHNO TO TCPAWY (A)
FREQUENCIES GENERAL = CPCTGA TO CPCTKOP
READ INPUT DATA
FINISH

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## APPENDIX H

### FREQUENCY DISTRIBUTION CHARTS



# QUESTION 1

GRADE      Individuals    Most Senior Grade Selected

<u>Category Label</u>	<u>Code</u>	<u>Absolute Frequency</u>	<u>Relative Frequency Percent</u>	<u>Adjusted Frequency Percent</u>	<u>Cumulative Frequency Percent</u>
O-6	B	4	1.4	1.4	1.4
O-5	C	59	20.6	20.7	22.1
O-4	D	137	47.9	48.1	70.2
O-3	E	85	29.7	29.8	100.0
	&	<u>1</u>	<u>0.3</u>	<u>Missing</u>	100.0
	Total	286	100.0	100.0	
Valid Cases		285	Missing Cases	1	

## NOTE

Although the rank of Captain (O-6) was suppressed from the sample selection, it is assumed that the four individuals returning the survey indicating their rank of Captain have been recently promoted.

## QUESTION 2

DESIG      Designator

<u>Category Label</u>	<u>Code</u>	<u>Absolute Frequency</u>	<u>Relative Frequency Percent</u>	<u>Adjusted Frequency Percent</u>	<u>Cumulative Frequency Percent</u>
1310	E	175	61.2	61.2	61.2
1315	F	18	6.3	6.3	67.5
1320	G	90	31.5	31.5	99.0
1325	H	<u>3</u>	<u>1.0</u>	<u>1.0</u>	100.0
Total		286	100.0	100.0	
Valid Cases		286	Missing Cases	0	

### QUESTION 3

COAST      Assigned Coast

<u>Category Label</u>	<u>Code</u>	<u>Absolute Frequency</u>	<u>Relative Frequency Percent</u>	<u>Adjusted Frequency Percent</u>	<u>Cumulative Frequency Percent</u>
Atlantic	A	139	48.6	48.8	48.8
Pacific	B	146	51.0	51.2	100.0
	&	<u>1</u>	<u>0.3</u>	Missing	100.0
	Total	286	100.0	100.0	
Valid Cases		285	Missing Cases	1	

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Numbered Fleet Staff	A	5	1.7	1.9	1.9
Carrier Group Staff	B	6	2.1	2.2	4.1
Cruiser Destroyer Group Staff	C	2	0.7	0.7	4.9
Carrier Air Wing Staff	F	6	2.1	2.2	7.1
Functional Wing Staff	K	5	1.7	1.9	9.0
Other Staff	L	1	0.3	0.4	9.3
CV	M	94	32.9	35.1	44.4
LHA	N	5	1.7	1.9	46.3
Amphibious Type Ship	S	13	4.5	4.9	51.1
Other Type Ship	T	1	0.3	0.4	51.5
VA Squadron	U	36	12.6	13.4	64.9
VAQ Squadron	V	4	1.4	1.5	66.4
VAW Squadron	W	3	1.0	1.1	67.5
VF Squadron	X	17	5.9	6.3	73.9
VP Squadron	Y	32	11.2	11.9	85.8

COMM Continued

QUESTION 4 CONTINUED

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
VQ Squadron	Z	3	1.0	1.1	86.9
VS Squadron	0	6	2.1	2.2	89.2
Helo Squadron	1	25	8.7	9.3	98.5
Other	2	4	1.4	1.5	100.0
	&	<u>18</u>	<u>6.3</u>	<u>Missing</u>	100.0
	Total	286	100.0	100.0	
Valid Cases	268	Missing Cases	18		



Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Chief of Staff/Chief Staff Officer	B	1	0.3	0.4	0.4
OPS/Plans Group	C	10	3.5	3.7	4.0
Weapons/Combat Systems Group	E	1	0.3	0.4	4.4
Communications Group	F	1	0.3	0.4	4.8
Readiness/Training Group	G	7	2.4	2.6	7.3
Other Staff	I	4	1.4	1.5	8.8
CO/XO	J	20	7.0	7.3	16.1
OPS/Air OPS/Air Dept. Head	K	43	15.0	15.8	31.9
OPS/Air OPS/Air Non-Dept. Head	L	62	21.7	22.7	54.6
Weapons/Combat Systems Dept. Head	M	5	1.7	1.8	56.4
Weapons/Combat Systems-Non Dept. Head	N	18	6.3	6.6	63.0
Maint./Engineering Dept. Head	O	8	2.8	2.9	65.9
Maint./Engineering Non-Dept. Head	P	20	7.0	7.3	73.3

JOB Continued

QUESTION 5 CONTINUED

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Admin. Group	Q	11	3.8	4.0	77.3
Safety/NATOPS Group	R	24	8.4	8.8	86.1
Navigator/Asst. Navigator	T	6	2.1	2.2	88.3
Communications Officer	U	4	1.4	1.5	89.7
Training Department Head	V	8	2.8	2.9	92.7
Training Non-Dept. Head	W	6	2.1	2.2	94.9
Other	X	14	4.9	5.1	100.0
	&	<u>13</u>	<u>4.5</u>	<u>Missing</u>	<u>100.0</u>
	Total	286	100.0	100.0	
Valid Cases	273	Missing Cases	13		

TJOB      Time in Present Job or Billet

QUESTION 6

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Less than 3 months	A	44	15.4	15.4	15.4
Greater than or equal to 3 months, less than 6 months	B	55	19.2	19.3	34.7
Greater than or equal to 6 months, less than 1 year	C	84	29.4	29.5	64.2
Greater than or equal to 1 year, less than 2 years	D	89	31.1	31.2	95.4
Greater than or equal to 2 years	E	13	4.5	4.6	100.0
	&	<u>1</u>	<u>0.3</u>	<u>Missing</u>	<u>100.0</u>
	Total	286	100.0	100.0	
Valid Cases	285	Missing Cases	1		

INVOL Commands Most Recent Involvement

QUESTION 7

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Predeployment workup but not deployment or overhaul	A	36	12.6	12.8	12.8
Predeployment workup and deployment but not overhaul	B	84	29.4	29.9	42.7
Predeployment workup, deploy- ment and overhaul	C	33	11.5	11.7	54.4
Deployment but not overhaul and predeployment workup	D	32	11.2	11.4	65.8
Deployment and overhaul but not predeployment workup	E	20	7.0	7.1	73.0
Overhaul but not predeployment workup and deployment	F	12	4.2	4.3	77.2
Overhaul and predeployment workup but not deployment	G	10	3.5	3.6	80.8
Postdeployment training cycle	H	25	8.7	8.9	89.7
Operations other than those listed above	I	29	10.1	10.3	100.0
	&	5	1.7	Missing	100.0
	Total	286	100.0	100.0	

Valid Cases 281 Missing Cases 5

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Less than 5 years	A	27	9.4	9.5	9.5
Greater than or equal to 5 years, less than 10 years	B	84	29.4	29.5	38.9
Greater than or equal to 10 years, less than 15 years	C	107	37.4	37.5	76.5
Greater than or equal to 15 years, less than 20 years	D	57	19.9	20.0	96.5
Greater than or equal to 20 years, less than 25 years	E	10	3.5	3.5	100.0
	&	<u>1</u>	<u>0.3</u>	<u>Missing</u>	<u>100.0</u>
	Total	286	100.0	100.0	
Valid Cases	285	Missing Cases	1		



## CUREM Commands Current Employment

QUESTION 9

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Deployed (does not include permanently deployed commands)	A	101	35.3	35.8	35.8
Permanently deployed command having completed all workup	B	17	5.9	6.0	41.8
Deployment workup, 3 months or less before deployment	C	36	12.6	12.8	54.6
Deployment workup, more than 3 months but less than 1 year before deployment	D	46	16.1	16.3	70.9
Deployment workup greater than 1 year before deployment	E	4	1.4	1.4	72.3
Shipyard overhaul	F	28	9.8	9.9	82.3
Assisting other commands with deployment workup	G	8	2.8	2.8	85.1
Postdeployment training cycle	H	18	6.3	6.4	91.5
Other than employments listed above	I	24	8.4	8.5	100.0
	&	4	1.4	Missing	100.0
	Total	286	100.0	100.0	
Valid Cases	282	Missing Cases	4		

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Less than 25%	A	20	7.0	7.1	7.1
Greater than or equal to 25%, less than 50%	B	123	43.0	43.5	50.5
Greater than or equal to 50%, less than 75%	C	107	37.4	37.8	88.3
Greater than or equal to 75%, less than 100%	D	31	10.8	11.0	99.3
Equal to 100%	E	2	0.7	0.7	100.0
	&	3	1.0	Missing	100.0
	Total	286	100.0	100.0	
Valid Cases	283	Missing Cases	3		

GPROF Overall Most Proficient Work Area

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Operations (OPS/Plans/Training)	A	85	29.7	29.8	29.8
Maintenance/Engineering	B	17	5.9	6.0	35.8
Combat Systems/Weapons	C	19	6.6	6.7	42.5
Admin/Logistics	D	7	2.4	2.5	44.9
Combination of A&B, B&C or A&C	E	107	37.4	37.5	82.5
Combination of 'D' and one other	F	30	10.5	10.5	93.0
Combination of 'D' and two others	G	15	5.2	5.3	98.2
Other	H	5	1.7	1.8	100.0
	&	<u>1</u>	<u>0.3</u>	<u>Missing</u>	<u>100.0</u>
Total		286	100.0	100.0	
Valid Cases	285	Missing Cases	1		

# QUESTION 12

COMATSEA      Number of Individuals Having Achieved  
Command at Sea Qualification

<u>Category Label</u>	<u>Code</u>	<u>Absolute Frequency</u>	<u>Relative Frequency Percent</u>	<u>Adjusted Frequency Percent</u>	<u>Cumulative Frequency Percent</u>
No	N	239	83.6	89.5	89.5
Yes	Y	28	9.8	10.5	100.0
	&	<u>19</u>	<u>6.6</u>	<u>Missing</u>	100.0
	Total	286	100.0	100.0	
Valid Cases	267	Missing Cases	19		

# QUESTION 13

OODUWAY      Number of Individuals Having Achieved  
Officer of the Deck Underway Qualification

<u>Category Label</u>	<u>Code</u>	<u>Absolute Frequency</u>	<u>Relative Frequency Percent</u>	<u>Adjusted Frequency Percent</u>	<u>Cumulative Frequency Percent</u>
No	N	224	78.3	83.9	83.9
Yes	Y	43	15.0	16.1	100.0
	&	<u>19</u>	<u>6.6</u>	<u>Missing</u>	100.0
	Total	286	100.0	100.0	
Valid Cases	267	Missing Cases	19		



# QUESTION 14

TAOQUAL      Number of Individuals Having Achieved  
Tactical Action Officer Qualification

<u>Category Label</u>	<u>Code</u>	<u>Absolute Frequency</u>	<u>Relative Frequency Percent</u>	<u>Adjusted Frequency Percent</u>	<u>Cumulative Frequency Percent</u>
No	N	239	83.6	90.2	90.2
Yes	Y	26	9.1	9.8	100.0
	&	<u>21</u>	<u>7.3</u>	<u>Missing</u>	100.0
	Total	286	100.0	100.0	
Valid Cases	265	Missing Cases	21		

AVMICOM	Number of Individuals Mission Commander Qualification	Having Achieved Aviation	QUESTION 15			
	Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Not Applicable		A	12	4.2	4.2	4.2
No		N	27	9.4	9.5	13.7
Yes		Y	245	85.7	86.3	100.0
		&	<u>2</u>	<u>0.7</u>	<u>Missing</u>	100.0
		Total	286	100.0	100.0	
Valid Cases	284	Missing Cases	2			

CONF      Confidence in Previous Tactical Experience in Dealing  
with Present Tactical Related Job

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
To a Great Extent	A	69	24.1	24.6	24.6
Mid.....Scale	B	82	28.7	29.2	53.7
To a Moderate Extent	C	76	26.6	27.0	80.8
Mid.....Scale	D	15	5.2	5.3	86.1
To No Extent	E	14	4.9	5.0	91.1
Tactical Skill Not Required	F	25	8.7	8.9	100.0
	&	5	1.7	Missing	100.0
	Total	286	100.0	100.0	
Valid Cases	281	Missing Cases	5		

# QUESTION 17

SPFTRAEN      Breakdown of Individuals Receiving Specific  
Formal Training Enroute to Current Job

<u>Category Label</u>	<u>Code</u>	<u>Absolute Frequency</u>	<u>Relative Frequency Percent</u>	<u>Adjusted Frequency Percent</u>	<u>Cumulative Frequency Percent</u>
No	N	72	25.2	25.2	25.2
Yes	Y	<u>214</u>	<u>74.8</u>	<u>74.8</u>	100.0
Total		286	100.0	100.0	
Valid Cases	286	Missing Cases		0	

RFNRFTRA Reason For Not Receiving Formal Training Enroute  
to Present Job

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Unmatched Class Convening Dates	B	1	0.3	1.4	1.4
No Time Available	C	13	4.5	18.1	19.4
No Formal Prerequisite Training Identified/Required	D	49	17.1	68.1	87.5
Inadequate Available Funding	E	3	1.0	4.2	91.7
Other	F	6	2.1	8.3	100.0
	&	<u>214</u>	<u>74.8</u>	<u>Missing</u>	100.0
	Total	286	100.0	100.0	
Valid Cases	72	Missing Cases	214		



RELOFTRA      Relevance of Formal Training Received Enroute  
to Present Job

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
To a Great Extent	A	78	27.3	36.6	36.6
Mid.....Scale	B	72	25.2	33.8	70.4
To a Moderate Extent	C	54	18.9	25.4	95.8
Mid.....Scale	D	8	2.8	3.8	99.5
To No Extent	E	1	0.3	0.5	100.0
	&	<u>73</u>	<u>25.5</u>	<u>Missing</u>	<u>100.0</u>
	Total	286	100.0	100.0	
Valid Cases	213	Missing Cases	73		

# QUESTION 20

TPCCRS      Number of Individuals Completing Tactical  
Platform Coordination Course

<u>Category Label</u>	<u>Code</u>	<u>Absolute Frequency</u>	<u>Relative Frequency Percent</u>	<u>Adjusted Frequency Percent</u>	<u>Cumulative Frequency Percent</u>
No	N	258	90.2	90.2	90.2
Yes	Y	<u>28</u>	<u>9.8</u>	<u>9.8</u>	100.0
	Total	286	100.0	100.0	
Valid Cases	286	Missing Cases	0		

# QUESTION 21

CTTCRS      Number of Individuals Completing Commander's  
Tactical Training Course

<u>Category Label</u>	<u>Code</u>	<u>Absolute Frequency</u>	<u>Relative Frequency Percent</u>	<u>Adjusted Frequency Percent</u>	<u>Cumulative Frequency Percent</u>
No	N	276	96.5	96.8	96.8
Yes	Y	10	3.1	3.2	100.0
	&	<u>1</u>	<u>0.3</u>	<u>Missing</u>	100.0
	Total	286	100.0	100.0	
Valid Cases		285	Missing Cases	1	

## QUESTION 22

STTCRS      Number of Individuals Completing Staff  
Tactical Training Course

<u>Category Label</u>	<u>Code</u>	<u>Absolute Frequency</u>	<u>Relative Frequency Percent</u>	<u>Adjusted Frequency Percent</u>	<u>Cumulative Frequency Percent</u>
No	N	280	97.9	98.2	90.2
Yes	Y	5	1.7	1.8	100.0
	&	<u>1</u>	<u>0.3</u>	<u>Missing</u>	100.0
	Total	286	100.0	100.0	
Valid Cases	285	Missing Cases	1		

# QUESTION 23

TAO CRS      Number of Individuals Completing  
Tactical Action Officer Course

<u>Category Label</u>	<u>Code</u>	<u>Absolute Frequency</u>	<u>Relative Frequency Percent</u>	<u>Adjusted Frequency Percent</u>	<u>Cumulative Frequency Percent</u>
No	N	253	88.5	88.8	88.8
Yes	Y	32	11.2	11.2	100.0
	&	<u>1</u>	<u>0.3</u>	<u>Missing</u>	100.0
	Total	286	100.0	100.0	
Valid Cases	285	Missing Cases	1		



# QUESTION 24

TWO CRS      Number of Individuals Completing  
Tactical Warfare Overview Course

<u>Category Label</u>	<u>Code</u>	<u>Absolute Frequency</u>	<u>Relative Frequency Percent</u>	<u>Adjusted Frequency Percent</u>	<u>Cumulative Frequency Percent</u>
No	N	261	91.3	91.6	91.6
Yes	Y	24	8.4	8.4	100.0
	&	<u>1</u>	<u>0.3</u>	<u>Missing</u>	100.0
	Total	286	100.0	100.0	
Valid Cases	285		Missing Cases	1	

TPCCRSEV Individual's Effectiveness Evaluation of Tactical Platform Coordination Course

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Very Effective	A	10	3.5	12.8	12.8
Mid.....Scale	B	9	3.1	11.5	24.4
Moderately Effective	C	7	2.4	9.0	33.3
Mid.....Scale	D	1	0.3	1.3	34.6
Ineffective	E	1	0.3	1.3	35.9
Not Applicable	F	50	17.5	64.1	100.0
	&	<u>208</u>	<u>72.7</u>	<u>Missing</u>	100.0
	Total	286	100.0	100.0	
Valid Cases	78	Missing Cases	208		

CTTCRSEV Individual's Effectiveness Evaluation of  
Commander's Tactical Training Course

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Very Effective	A	3	1.0	3.9	3.9
Mid.....Scale	B	4	1.4	5.2	9.1
Moderately Effective	C	2	0.7	2.6	11.7
Mid.....Scale	D	1	0.3	1.3	13.0
Not Applicable	F	67	23.4	87.0	100.0
	&	<u>209</u>	<u>73.1</u>	<u>Missing</u>	100.0
	Total	286	100.0	100.0	
Valid Cases	77	Missing Cases	209		

STTCRSEV Individual's Effectiveness Evaluation of Staff  
Tactical Training Course

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Mid.....Scale	B	3	1.0	3.9	3.9
Moderately Effective	C	1	0.3	1.3	5.2
Mid.....Scale	D	1	0.3	1.3	6.5
Not Applicable	F	72	25.2	93.5	100.0
	&	<u>209</u>	<u>73.1</u>	<u>Missing</u>	<u>100.0</u>
	Total	286	100.0	100.0	
Valid Cases	77	Missing Cases	209		

TAOCRSEV Individual's Effectiveness Evaluation of  
Tactical Action Officer Course

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Very Effective	A	13	4.5	16.7	16.7
Mid.....Scale	B	14	4.9	17.9	34.6
Moderately Effective	C	4	1.4	5.1	39.7
Mid.....Scale	D	1	0.3	1.3	41.0
Not Applicable	F	46	16.1	59.0	100.0
	&	208	72.7	Missing	100.0
Valid Cases	78	Total	286	100.0	
	Missing Cases	208			



TWOCRSEV Individual's Effectiveness Evaluation of  
Tactical Warfare Overview Course

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Mid.....Scale	B	15	5.2	18.8	18.8
Moderately Effective	C	6	2.1	7.5	26.2
Mid.....Scale	D	2	0.7	2.5	28.7
Not Applicable	F	57	19.9	71.2	100.0
	&	<u>206</u>	<u>72.0</u>	<u>Missing</u>	100.0
	Total	286	100.0	100.0	
Valid Cases	80	Missing Cases	206		

# QUESTION 30

AFCSSC      Total Number of Individuals Completing  
 Armed Forces Command & Staff..Service College

<u>Category Label</u>	<u>Code</u>	<u>Absolute Frequency</u>	<u>Relative Frequency Percent</u>	<u>Adjusted Frequency Percent</u>	<u>Cumulative Frequency Percent</u>
No	N	278	97.2	97.2	97.2
Yes	Y	<u>8</u>	<u>2.8</u>	<u>2.8</u>	100.0
	Total	286	100.0	100.0	
Valid Cases	286	Missing Cases	0		

# QUESTION 31

NWCISC		Total Number of Individuals Completing Navy War College Intermed Level..Service College			
<u>Category Label</u>	<u>Code</u>	<u>Absolute Frequency</u>	<u>Relative Frequency Percent</u>	<u>Adjusted Frequency Percent</u>	<u>Cumulative Frequency Percent</u>
No	N	274	95.8	95.8	95.8
Yes	Y	<u>12</u>	<u>4.2</u>	<u>4.2</u>	100.0
	Total	286	100.0	100.0	
Valid Cases	286	Missing Cases	0		

# QUESTION 32

NWCSSC      Total Number of Individuals Completing  
Navy War College Senior Level..Service College

<u>Category Label</u>	<u>Code</u>	<u>Absolute Frequency</u>	<u>Relative Frequency Percent</u>	<u>Adjusted Frequency Percent</u>	<u>Cumulative Frequency Percent</u>
No	N	285	99.7	99.7	99.7
Yes	Y	<u>1</u>	<u>0.3</u>	<u>0.3</u>	100.0
	Total	286	100.0	100.0	
Valid Cases	286		Missing Cases	0	

### QUESTION 33

NAWCSC      Total Number of Individuals Completing  
National War College..Service College

<u>Category Label</u>	<u>Code</u>	<u>Absolute Frequency</u>	<u>Relative Frequency Percent</u>	<u>Adjusted Frequency Percent</u>	<u>Cumulative Frequency Percent</u>
No	N	<u>286</u>	<u>100.0</u>	<u>100.0</u>	100.0
	Total	286	100.0	100.0	
Valid Cases		286	Missing Cases	0	



# QUESTION 34

WCSC      Total Number of Individuals' Completing  
War College..Other Service

<u>Category Label</u>	<u>Code</u>	<u>Absolute Frequency</u>	<u>Relative Frequency Percent</u>	<u>Adjusted Frequency Percent</u>	<u>Cumulative Frequency Percent</u>
No	N	281	98.3	98.3	98.3
Yes	Y	<u>5</u>	<u>1.7</u>	<u>1.7</u>	100.0
Total		286	100.0	100.0	
Valid Cases	286	Missing Cases	0		

AFCSSCEV Individual's Effectiveness Evaluation of  
Armed Forces Command & Staff..Service College

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted		Cumulative	
				Frequency	Percent	Frequency	Percent
Very Effective	A	1	0.3	3.8	3.8	3.8	3.8
Mid.....Scale	B	2	0.7	7.7	7.7	11.5	11.5
Moderately Effective	C	1	0.3	3.8	3.8	15.4	15.4
Mid.....Scale	D	3	1.0	11.5	11.5	26.9	26.9
Ineffective	E	1	0.3	3.8	3.8	30.8	30.8
Not Applicable	F	18	6.3	69.2	69.2	100.0	100.0
	&	<u>260</u>	<u>90.9</u>	Missing	Missing	100.0	100.0
	Total	268	100.0	100.0	100.0		
Valid Cases	26	Missing Cases	260				

NWCISCEV Individual's Effectiveness Evaluation of Navy  
War College Intermed Level..Service College

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Very Effective	A	4	1.4	16.0	16.0
Mid.....Scale	B	4	1.4	16.0	32.0
Moderately Effective	C	2	0.7	8.0	40.0
Mid.....Scale	D	2	0.7	8.0	48.0
Not Applicable	F	13	4.5	52.0	100.0
	&	<u>261</u>	<u>91.3</u>	<u>Missing</u>	100.0
	Total	286	100.0	100.0	
Valid Cases	25	Missing Cases	261		

NWCSSCEV Individual's Effectiveness Evaluation of  
Navy War College Senior Level..Service College

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Moderately Effective	C	1	0.3	4.0	4.0
Not Applicable	F	24	8.4	96.0	100.0
	&	<u>261</u>	<u>91.3</u>	<u>Missing</u>	100.0
	Total	286	100.0	100.0	
Valid Cases	25	Missing Cases	261		

NAWCSCEV Individual's Effectiveness Evaluation of  
National War College..Service College

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Not Applicable	F	25	8.7	100.0	100.0
	&	<u>261</u>	<u>91.3</u>	<u>Missing</u>	100.0
	Total	286	100.0	100.0	
Valid Cases	25	Missing Cases	261		



WCSCEV Individual's Effectiveness Evaluation of  
War College..Other Service

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Very Effective	A	1	0.3	4.0	4.0
Moderately Effective	C	4	1.4	16.0	20.0
Not Applicable	F	20	7.0	80.0	100.0
	&	<u>261</u>	<u>91.3</u>	<u>Missing</u>	100.0
	Total	286	100.0	100.0	
Valid Cases	25	Missing Cases	261		

# QUESTION 40

PFTTPJ      Individuals' Perception of Requirement to  
Complete Formal Tactical Training Prior to  
Job

<u>Category Label</u>	<u>Code</u>	<u>Absolute Frequency</u>	<u>Relative Frequency Percent</u>	<u>Adjusted Frequency Percent</u>	<u>Cumulative Frequency Percent</u>
No	N	163	57.0	59.7	59.7
Yes	Y	110	38.5	40.3	100.0
	&	<u>13</u>	<u>4.5</u>	<u>Missing</u>	100.0
	Total	286	100.0	100.0	
Valid Cases	273	Missing Cases	13		

EFLCTTR      Individuals' Evaluation of Tactical Effectiveness  
of Large Computer-Aided Tactical Trainers in  
Realism

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Very Effective	A	40	14.0	15.9	15.9
Mid.....Scale	B	94	32.9	37.3	53.2
Moderately Effective	C	99	34.6	39.3	92.5
Mid.....Scale	D	15	5.2	6.0	98.4
Ineffective	E	4	1.4	1.6	100.0
	&	<u>34</u>	<u>11.9</u>	<u>Missing</u>	100.0
Valid Cases	Total	286	100.0	100.0	
	Missing Cases	34			

EFLCTTRE      Individuals' Evaluation of Tactical Effectiveness  
of Large Computer-Aided Tactical Trainers in  
Reliability

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Very Effective	A	20	7.0	8.0	8.0
Mid.....Scale	B	86	30.1	34.4	42.4
Moderately Effective	C	96	33.6	38.4	80.8
Mid.....Scale	D	41	14.3	16.4	97.2
Ineffective	E	7	2.4	2.8	100.0
	&	<u>36</u>	<u>12.6</u>	<u>Missing</u>	100.0
	Total	286	100.0	100.0	
Valid Cases	250	Missing Cases	36		

EFLCTTF      Individuals' Evaluation of Tactical Effectiveness  
of Large Computer-Aided Tactical Trainers in  
Feedback

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Very Effective	A	54	18.9	21.8	21.8
Mid.....Scale	B	91	31.8	36.7	58.5
Moderately Effective	C	76	26.6	30.6	89.1
Mid.....Scale	D	21	7.3	8.5	97.6
Ineffective	E	6	2.1	2.4	100.0
	&	<u>38</u>	<u>13.3</u>	<u>Missing</u>	100.0
	Total	286	100.0	100.0	
Valid Cases	248	Missing Cases	38		



EFLCTTFL Individuals' Evaluation of Tactical Effectiveness  
of Large Computer-Aided Tactical Trainers in  
Flexibility

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Very Effective	A	43	15.0	17.3	17.3
Mid.....Scale	B	96	33.6	38.6	55.8
Moderately Effective	C	76	26.6	30.5	86.3
Mid.....Scale	D	31	10.8	12.4	98.8
Ineffective	E	3	1.0	1.2	100.0
	&	<u>37</u>	<u>12.9</u>	<u>Missing</u>	100.0
	Total	286	100.0	100.0	
Valid Cases	249	Missing Cases	37		

EFLECTRW Individuals' Evaluation of Tactical Effectiveness  
of Large Computer-Aided Tactical Trainers in  
Real World Application

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Very Effective	A	35	12.2	13.9	13.9
Mid.....Scale	B	94	32.9	37.5	51.4
Moderately Effective	C	93	32.5	37.1	88.4
Mid.....Scale	D	24	8.4	9.6	98.0
Ineffective	E	5	1.7	2.0	100.0
	&	<u>35</u>	<u>12.2</u>	<u>Missing</u>	100.0
	Total	286	100.0	100.0	
Valid Cases	251	Missing Cases	35		

IIFDCTT      Extent of Individuals' Interest in Seeing  
Further Development of Computer-Aided Tactical  
Trainers

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
To a Great Extent	A	141	49.3	54.4	54.4
Mid.....Scale	B	76	26.6	29.3	83.8
To a Moderate Extent	C	31	10.8	12.0	95.8
Mid.....Scale	D	5	1.7	1.9	97.7
To No Extent	E	6	2.1	2.3	100.0
	&	<u>27</u>	<u>9.4</u>	<u>Missing</u>	<u>100.0</u>
	Total	286	100.0	100.0	
Valid Cases	259	Missing Cases	27		

RIDCSCR      Extent of Individuals' Relative Importance,  
                     Given Further Development of Computer-Aided Tactical  
                     Trainers in the Design Characteristic of Realism

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Highly Important	A	110	38.5	41.4	41.4
Mid.....Scale	B	102	35.7	38.3	79.7
Moderately Important	C	46	16.1	17.3	97.0
Mid.....Scale	D	6	2.1	2.3	99.2
Not Important	E	2	0.7	0.8	100.0
	&	<u>20</u>	<u>7.0</u>	<u>Missing</u>	100.0
	Total	286	100.0	100.0	
Valid Cases	266	Missing Cases	20		

RIDSCRE      Extent of Individuals' Relative Importance,  
Given Further Development of Computer-Aided Tactical  
Trainers in the Design Characteristic of Reliability

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Highly Important	A	165	57.7	62.0	62.0
Mid.....Scale	B	85	29.7	32.0	94.0
Moderately Important	C	15	5.2	5.6	99.6
Mid.....Scale	D	1	0.3	0.4	100.0
	&	<u>20</u>	<u>7.0</u>	<u>Missing</u>	100.0
	Total	286	100.0	100.0	
Valid Cases	266	Missing Cases	20		



RIDCSCF      Extent of Individuals' Relative Importance,  
Given Further Development of Computer-Aided Tactical  
Trainers in the Design Characteristic of Feedback

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Highly Important	A	139	48.6	52.3	52.3
Mid.....Scale	B	87	30.4	32.7	85.0
Moderately Important	C	34	11.9	12.8	97.7
Mid.....Scale	D	5	1.7	1.9	99.6
Not Important	E	1	0.3	0.4	100.0
	&	<u>20</u>	<u>7.0</u>	<u>Missing</u>	100.0
	Total	286	100.0	100.0	
Valid Cases	266	Missing Cases	20		

RIDCSCRF      Extent of Individuals' Relative Importance,  
 Given Further Development of Computer-Aided Tactical  
 Trainers in the Design Characteristic of Reference  
 Index Capability

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Highly Important	A	42	14.7	16.1	16.1
Mid.....Scale	B	78	27.3	29.9	46.0
Moderately Important	C	97	33.9	37.2	83.1
Mid.....Scale	D	35	12.2	13.4	96.6
Not Important	E	9	3.1	3.4	100.0
	&	<u>25</u>	<u>8.7</u>	<u>Missing</u>	100.0
Valid Cases	261	Total 286	100.0	100.0	
		Missing Cases 25			

RIDCSCRW      Extent of Individuals' Relative Importance,  
 Given Further Development of Computer-Aided Tactical  
 Trainers in the Design Characteristic of Real World  
 Application

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Highly Important	A	174	60.8	65.7	65.7
Mid.....Scale	B	72	25.2	27.2	92.8
Moderately Important	C	19	6.6	7.2	100.0
	&	<u>21</u>	<u>7.3</u>	<u>Missing</u>	<u>100.0</u>
	Total	286	100.0	100.0	
Valid Cases	265	Missing Cases	21		

RIDCSCSM      Extent of Individuals' Relative Importance,  
 Given Further Development of Computer-Aided Tactical  
 Trainers in the Design Characteristic of Space..  
 Maintenance Requirements

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Highly Important	A	84	29.4	31.6	31.6
Mid.....Scale	B	108	37.8	40.6	72.2
Moderately Important	C	68	23.8	25.6	97.7
Mid.....Scale	D	5	1.7	1.9	99.6
Not Important	E	1	0.3	0.4	100.0
	&	<u>20</u>	<u>7.0</u>	<u>Missing</u>	<u>100.0</u>
	Total	286	100.0	100.0	
Valid Cases	266	Missing Cases	20		

RIDCSCPF      Extent of Individuals' Relative Importance,  
 Given Further Development of Computer-Aided Tactical  
 Trainers in the Design Characteristic of Program  
 Dimension Flexibility

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Highly Important	A	97	33.9	36.6	36.6
Mid.....Scale	B	119	41.6	44.9	81.5
Moderately Important	C	43	15.0	16.2	97.7
Mid.....Scale	D	4	1.4	1.5	99.2
Not Important	E	2	0.7	0.8	100.0
	&	<u>21</u>	<u>7.3</u>	<u>Missing</u>	100.0
	Total	286	100.0	100.0	
Valid Cases	265	Missing Cases	21		



RIDCSCLP      Extent of Individuals' Relative Importance,  
 Given Further Development of Computer-Aided Tactical  
 Trainers in the Design Characteristic of Local  
 Command Programming Ability

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Highly Important	A	90	31.5	34.0	34.0
Mid.....Scale	B	108	37.8	40.8	74.7
Moderately Important	C	57	19.9	21.5	96.2
Mid.....Scale	D	7	2.4	2.6	98.9
Not Important	E	3	1.0	1.1	100.0
	&	<u>21</u>	<u>7.3</u>	<u>Missing</u>	100.0
	Total	286	100.0	100.0	
Valid Cases	265	Missing Cases	21		

RIDCSCIP      Extent of Individuals' Relative Importance,  
Given Further Development of Computer-Aided Tactical  
Trainers in the Design Characteristic of Interactive  
Programming

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Highly Important	A	62	21.7	23.4	23.4
Mid.....Scale	B	117	40.9	44.2	67.5
Moderately Important	C	74	25.9	27.9	95.5
Mid.....Scale	D	10	3.5	3.8	99.2
Not Important	E	2	0.7	0.8	100.0
	&	<u>21</u>	<u>7.3</u>	<u>Missing</u>	<u>100.0</u>
	Total	286	100.0	100.0	
Valid Cases	265	Missing Cases	21		

RIDCSCEI      Extent of Individuals' Relative Importance,  
Given Further Development of Computer-Aided Tactical  
Trainers in the Design Characteristic of Evaluating  
Individual Performance

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Highly Important	A	109	38.1	41.0	41.0
Mid.....Scale	B	98	34.3	36.8	77.8
Moderately Important	C	50	17.5	18.8	96.6
Mid.....Scale	D	8	2.8	3.0	99.6
Not Important	E	1	0.3	0.4	100.0
	&	<u>20</u>	<u>7.0</u>	<u>Missing</u>	100.0
	Total	286	100.0	100.0	
Valid Cases	266	Missing Cases	20		

RIDCSCUR      Extent of Individuals' Relative Importance,  
 Given Further Development of Computer-Aided Tactical  
 Trainers in the Design Characteristic of User  
 Reaction Time Slaved to Real World Expectations

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Highly Important	A	108	37.8	41.1	41.1
Mid.....Scale	B	105	36.7	39.9	81.0
Moderately Important	C	40	14.0	15.2	96.2
Mid.....Scale	D	10	3.5	3.8	100.0
	&	<u>23</u>	<u>8.0</u>	<u>Missing</u>	100.0
	Total	286	100.0	100.0	
Valid Cases	263	Missing Cases	23		

RIDCSCSD      Extent of Individuals' Relative Importance,  
 Given Further Development of Computer-Aided Tactical  
 Trainers in the Design Characteristic of Set Up..  
 Disassembly Time

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Highly Important	A	33	11.5	12.4	12.4
Mid.....Scale	B	85	29.7	32.0	44.4
Moderately Important	C	112	39.2	42.1	86.5
Mid.....Scale	D	27	9.4	10.2	96.6
Not Important	E	9	3.1	3.4	100.0
	&	<u>20</u>	<u>7.0</u>	<u>Missing</u>	<u>100.0</u>
	Total	286	100.0	100.0	
Valid Cases	266	Missing Cases	20		



# QUESTION 59

PEUSCWG      Number of Individuals Having Prior Experience  
in Using Small Computer-Aided War Games

<u>Category Label</u>	<u>Code</u>	<u>Absolute Frequency</u>	<u>Relative Frequency Percent</u>	<u>Adjusted Frequency Percent</u>	<u>Cumulative Frequency Percent</u>
No	N	247	86.4	89.5	89.5
Yes	Y	29	10.1	10.5	100.0
	&	<u>10</u>	<u>3.5</u>	<u>Missing</u>	100.0
	Total	286	100.0	100.0	
Valid Cases	276	Missing Cases	10		

UTTDITT      Extent of Individuals' Perception in Use of  
 Small Table Top Computers Aid in Developing  
 an Individual's Tactical Competency Level

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
To a Great Extent	A	23	8.0	8.3	8.3
Mid.....Scale	B	107	37.4	38.8	47.1
To a Moderate Extent	C	96	33.6	34.8	81.9
Mid.....Scale	D	30	10.5	10.9	92.8
To No Extent	E	7	2.4	2.5	95.3
Not Applicable	F	13	4.5	4.7	100.0
	&	<u>10</u>	<u>3.5</u>	<u>Missing</u>	<u>100.0</u>
	Total	286	100.0	100.0	
Valid Cases	276	Missing Cases	10		

IIFD TT      Extent of Individuals' Interest in Further Development  
of Small Table Top Type War Games

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
To a Great Extent	A	62	21.7	22.7	22.7
Mid.....Scale	B	101	35.3	37.0	59.7
To a Moderate Extent	C	64	22.4	23.4	83.2
Mid.....Scale	D	32	11.2	11.7	94.9
To No Extent	E	14	4.9	5.1	100.0
	&	13	4.5	Missing	100.0
	Total	286	100.0	100.0	
Valid Cases	273	Missing Cases	13		

IITTAC      Extent of Individuals' Interest in Having Small  
Table Top Type War Games Available to Individual  
Commands

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
To a Great Extent	A	66	23.1	24.1	24.1
Mid.....Scale	B	76	26.6	27.7	51.8
To a Moderate Extent	C	62	21.7	22.6	74.5
Mid.....Scale	D	40	14.0	14.6	89.1
To No Extent	E	30	10.5	10.9	100.0
	&	<u>12</u>	<u>4.2</u>	<u>Missing</u>	<u>100.0</u>
	Total	286	100.0	100.0	
Valid Cases	274	Missing Cases	12		

# QUESTION 63

CHIT      Frequency of Commands Having Tactical Training  
Programs in Effect at Time of Survey

<u>Category Label</u>	<u>Code</u>	<u>Absolute Frequency</u>	<u>Relative Frequency Percent</u>	<u>Adjusted Frequency Percent</u>	<u>Cumulative Frequency Percent</u>
No	N	104	36.4	38.8	38.8
Yes	Y	164	57.3	61.2	100.0
	&	<u>18</u>	<u>6.3</u>	<u>Missing</u>	100.0
	Total	286	100.0	100.0	
Valid CAses	268	Missing Cases	18		

RIOCFIT      Individuals' Perception of Relative Importance  
of a Command Having a Tactical Training Program

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Very Important	A	116	40.6	42.0	42.0
Mid.....Scale	B	71	24.8	25.7	67.8
Moderately Important	C	53	18.5	19.2	87.0
Mid.....Scale	D	21	7.3	7.6	94.6
Not Important	E	15	5.2	5.4	100.0
	&	<u>10</u>	<u>3.5</u>	<u>Missing</u>	100.0
	Total	286	100.0	100.0	
Valid Cases	276	Missing Cases	10		



CPCTGA      Individuals' Perception of Command Priority,  
Comparison of Tactics Versus General Admin.

	Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Significantly Higher		A	42	14.7	14.7	14.7
Higher		B	111	38.8	38.8	53.5
Equal		C	43	15.0	15.0	68.5
Higher		D	71	24.8	24.8	93.4
Significantly Higher		E	19	6.6	6.6	100.0
		Total	286	100.0	100.0	
Valid Cases	286	Missing Cases	0			

CPCTPNPM      Individuals' Perception of Command Priority,  
Comparison of Tactics Versus Personnel and  
Navy Program Management

	Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Significantly Higher		A	25	8.7	8.7	8.7
Higher		B	101	35.3	35.3	44.1
Equal		C	74	25.9	25.9	69.9
Higher		D	70	24.5	24.5	94.4
Significantly Higher		E	<u>16</u>	<u>5.6</u>	<u>5.6</u>	100.0
		Total	286	100.0	100.0	
Valid Cases	286	Missing Cases	0			

CPCTSTK Individuals' Perception of Command Prior  
Comparison of Tactics Versus System Technical  
Knowledge

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Significantly Higher	A	10	3.5	3.5	3.5
Higher	B	78	27.3	27.3	30.8
Equal	C	131	45.8	45.8	76.6
Higher	D	57	19.9	19.9	96.5
Significantly Higher	E	<u>10</u>	<u>3.5</u>	<u>3.5</u>	100.0
Valid Cases	286	Total 286	100.0	100.0	
	Missing Cases	0			

CPCTOPQ Individuals' Perception of Command Priority,  
Comparison of Tactics Versus Officer Professional Qualifications

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Significantly Higher	A	20	7.0	7.0	7.0
	B	67	23.4	23.5	30.5
	C	117	40.9	41.1	71.6
Higher	D	65	22.7	22.8	94.4
Equal	E	16	5.6	5.6	100.0
Significantly Higher	&	<u>1</u>	<u>0.3</u>	<u>Missing</u>	100.0
	Total	286	100.0	100.0	
Valid Cases	285	Missing Cases	1		

CPCGAPNP      Individuals' Perception of Command Priority,  
Comparison of General Admin Versus Personnel  
and Navy Program Management

	Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
	Significantly Higher	A	11	3.8	3.8	3.8
	Higher	B	83	29.0	29.0	32.9
	Equal	C	95	33.2	33.2	66.1
	Higher	D	89	31.1	31.1	97.2
	Significantly Higher	E	8	2.8	2.8	100.0
		Total	286	100.0	100.0	
Valid Cases	286	Missing Cases	0			

CPCGASTK      Individuals' Perception of Command Priority,  
Comparison of General Admin Versus System  
Technical Knowledge

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Significantly Higher	A	14	4.9	4.9	4.9
Higher	B	75	26.2	26.3	31.2
Equal	C	48	16.8	16.8	48.1
Higher	D	130	45.5	45.6	93.7
Significantly Higher	E	18	6.3	6.3	100.0
	&	<u>1</u>	<u>0.3</u>	<u>Missing</u>	<u>100.0</u>
	Total	286	100.0	100.0	
Valid Cases	285	Missing Cases	1		



CPCGAOPQ Individuals' Perception of Command Priority  
Comparison of General Admin Versus Officer  
Professional Qualifications

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Significantly Higher	A	11	3.8	3.9	3.9
Higher	B	76	26.6	26.7	30.5
Equal	C	73	25.5	25.6	56.1
Higher	D	103	36.0	36.1	92.3
Significantly Higher	E	22	7.7	7.7	100.0
	&	<u>1</u>	<u>0.3</u>	<u>Missing</u>	100.0
	Total	286	100.0	100.0	
Valid Cases	285	Missing Cases	1		

CPCPNPST Individuals' Perception of Command Priority  
Comparison of Personnel and Navy Programs  
Management Versus System Technical Knowledge

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Significantly Higher	A	12	4.2	4.2	4.2
Higher	B	76	26.6	26.7	30.9
Equal	C	73	25.5	25.6	56.5
Higher	D	106	37.1	37.2	93.7
Significantly Higher	E	18	6.3	6.3	100.0
	&	<u>1</u>	<u>0.3</u>	<u>Missing</u>	<u>100.0</u>
	Total	286	100.0	100.0	
Valid Cases	285	Missing Cases	1		

CPCPNPOP      Individuals' Perception of Command Priority,  
 Comparison of Personnel and Navy Programs  
 Management Versus Officer Professional  
 Qualifications

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Significantly Higher	A	8	2.8	2.8	2.8
Higher	B	72	25.2	25.3	28.1
Equal	C	92	32.2	32.3	60.4
Higher	D	99	34.6	34.7	95.1
Significantly Higher	E	14	4.9	4.9	100.0
	&	<u>1</u>	<u>0.3</u>	<u>Missing</u>	<u>100.0</u>
	Total	286	100.0	100.0	
Valid Cases	285	Missing Cases	1		

CPCSTKOP      Individuals' Perception of Command Priority,  
Comparison of System Technical Knowledge Versus  
Officer Professional Qualifications

	Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Significantly Higher		A	8	2.8	2.8	2.8
	Higher	B	78	27.3	27.4	30.2
	Equal	C	118	41.3	41.4	71.6
Higher		D	73	25.5	25.6	97.2
Significantly Higher		E	8	2.8	2.8	100.0
		&	<u>1</u>	<u>0.3</u>	<u>Missing</u>	<u>100.0</u>
		Total	286	100.0	100.0	
Valid Cases	285	Missing Cases	1			

NPCTGA Individuals' Perception of Navy Priority,  
Comparison of Tactics Versus General Admin

	Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Significantly Higher		A	23	8.0	8.1	8.1
Higher		B	85	29.7	29.8	37.9
Equal		C	39	13.6	13.7	51.6
Higher		D	111	38.8	38.9	90.5
Significantly Higher		E	27	9.4	9.5	100.0
		&	<u>1</u>	<u>0.3</u>	<u>Missing</u>	100.0
		Total	286	100.0	100.0	
Valid Cases	285	Missing Cases	1			

NPCTPNPM      Individuals' Perception of Navy Priority,  
Comparison of Tactics Versus Personnel and  
Navy Program Management

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Significantly Higher	A	10	3.5	3.5	3.5
Higher	B	58	20.3	20.4	23.9
Equal	C	61	21.3	21.4	45.3
Higher	D	128	44.8	44.9	90.2
Significantly Higher	E	28	9.8	9.8	100.0
	&	<u>1</u>	<u>0.3</u>	<u>Missing</u>	<u>100.0</u>
	Total	286	100.0	100.0	
Valid Cases	285	Missing Cases	1		



NPCTSTK      Individuals' Perception of Navy Priority,  
Comparison of Tactics Versus System Technical  
Knowledge

	Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Significantly Higher		A	5	1.7	1.8	1.8
Higher		B	59	20.6	20.7	22.5
Equal		C	133	46.5	46.7	69.1
Higher		D	81	28.3	28.4	97.5
Significantly Higher		E	7	2.4	2.5	100.0
		&	<u>1</u>	<u>0.3</u>	<u>Missing</u>	100.0
		Total	286	100.0	100.0	
Valid Cases	285	Missing Cases	1			

NPCTOPQ      Individuals' Perception of Navy Priority,  
Comparison of Tactics Versus Officer Professional  
Qualifications

	Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Significantly Higher		A	6	2.1	2.1	2.1
	Higher	B	61	21.3	21.4	23.5
	Equal	C	92	32.2	32.3	55.8
	Higher	D	110	38.5	38.6	94.4
	Significantly Higher	E	16	5.6	5.6	100.0
		&	<u>1</u>	<u>0.3</u>	<u>Missing</u>	100.0
		Total	286	100.0	100.0	
Valid Cases	285	Missing Cases	1			

NPCGAPNP Individuals' Perception of Navy Priority,  
Comparison of General Admin Versus Personnel  
and Navy Program Management

	Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Significantly Higher		A	10	3.5	3.5	3.5
Higher		B	66	23.1	23.2	26.7
Equal		C	95	33.2	33.3	60.0
Higher		D	103	36.0	36.1	96.1
Significantly Higher		E	11	3.8	3.9	100.0
		&	<u>1</u>	<u>0.3</u>	<u>Missing</u>	<u>100.0</u>
		Total	286	100.0	100.0	
Valid Cases	285	Missing Cases	1			

NPCGASTK      Individuals' Perception of Navy Priority,  
Comparison of General Admin Versus System  
Technical Knowledge

	Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Significantly Higher		A	18	6.3	6.3	6.3
	Higher	B	106	37.1	37.2	43.5
	Equal	C	52	18.2	18.2	61.8
	Higher	D	102	35.7	35.8	97.5
Significantly Higher		E	7	2.4	2.5	100.0
		&	<u>1</u>	<u>0.3</u>	<u>Missing</u>	<u>100.0</u>
		Total	286	100.0	100.0	
Valid Cases	285	Missing Cases	1			

NPCGAOPQ Individuals' Perception of Navy Priority,  
Comparison of General Admin Versus Officer  
Professional Qualifications

	Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
	Significantly Higher	A	15	5.2	5.3	5.3
	Higher	B	89	31.1	31.2	36.5
	Equal	C	71	24.8	24.9	61.4
	Higher	D	101	35.3	35.4	96.8
	Significantly Higher	E	9	3.1	3.2	100.0
		&	<u>1</u>	<u>0.3</u>	<u>Missing</u>	<u>100.0</u>
		Total	286	100.0	100.0	
Valid Cases	285	Missing Cases	1			

NPCPNPST      Individuals' Perception of Navy Priority,  
Comparison of Personnel and Navy Programs  
Management Versus System Technical Knowledge

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Significantly Higher	A	20	7.0	7.0	7.0
Higher	B	114	39.9	40.0	47.0
Equal	C	79	27.6	27.7	74.7
Higher	D	64	22.4	22.5	97.2
Significantly Higher	E	8	2.8	2.8	100.0
	&	<u>1</u>	<u>0.3</u>	<u>Missing</u>	100.0
	Total	286	100.0	100.0	
Valid Cases	285	Missing Cases	1		



NPCNPOP      Individuals' Perception of Navy Priority,  
Comparison of Personnel and Navy Programs  
Management Versus Officer Professional  
Qualifications

	Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
	Significantly Higher	A	14	4.9	4.9	4.9
	Higher	B	113	39.5	39.6	44.6
	Equal	C	86	30.1	30.2	74.7
	Higher	D	65	22.7	22.8	97.5
	Significantly Higher	E	7	2.4	2.5	100.0
		&	<u>1</u>	<u>0.3</u>	<u>Missing</u>	100.0
		Total	286	100.0	100.0	
Valid Cases	285	Missing Cases	1			

NPCSTKOP      Individuals' Perception of Navy Priority,  
Comparison of System Technical Knowledge Versus  
Officer Professional Qualifications

	Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
233	Significantly Higher	A	2	0.7	0.7	0.7
	Higher	B	79	27.6	27.7	28.4
	Equal	C	135	47.2	47.4	75.8
	Higher	D	62	21.7	21.8	97.5
	Significantly Higher	E	7	2.4	2.5	100.0
		&	<u>1</u>	<u>0.3</u>	<u>Missing</u>	100.0
		Total	286	100.0	100.0	
	Valid Cases	285	Missing Cases	1		

IPCTGA Individuals' Perception of Individual Priority,  
Comparison of Tactics Versus General Admin

	Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
	Significantly Higher	A	112	39.2	39.4	39.4
	Higher	B	140	49.0	49.3	88.7
	Equal	C	21	7.3	7.4	96.1
	Higher	D	7	2.4	2.5	98.6
	Significantly Higher	E	4	1.4	1.4	100.0
		&	<u>2</u>	<u>0.7</u>	<u>Missing</u>	100.0
		Total	286	100.0	100.0	
Valid Cases	284	Missing Cases	2			

IPCTPNPM      Individuals' Perception of Individual Priority,  
Comparison of Tactics Versus Personnel and  
Navy Program Management

	Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
	Significantly Higher	A	66	23.1	23.2	23.2
	Higher	B	137	47.9	48.2	71.5
	Equal	C	65	22.7	22.9	94.4
	Higher	D	13	4.5	4.6	98.9
	Significantly Higher	E	3	1.0	1.1	100.0
		&	<u>2</u>	<u>0.7</u>	<u>Missing</u>	<u>100.0</u>
		Total	286	100.0	100.0	
Valid Cases	284	Missing Cases	2			

IPCTSTK      Individuals' Perception of Individual Priority,  
Comparison of Tactics Versus System Technical  
Knowledge

	Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Significantly Higher		A	15	5.2	5.3	5.3
Higher		B	75	26.2	26.5	31.8
Equal		C	175	61.2	61.8	93.6
Higher		D	13	4.5	4.6	98.2
Significantly Higher		E	5	1.7	1.8	100.0
		&	<u>3</u>	<u>1.0</u>	<u>Missing</u>	100.0
		Total	286	100.0	100.0	
Valid Cases	283	Missing Cases	3			

IPCTOPQ      Individuals' Perception of Individual Priority,  
Comparison of Tactics Versus Officer Professional  
Qualifications

	Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted		Cumulative	
					Frequency	Percent	Frequency	Percent
Significantly Higher		A	15	5.2	5.3	5.3	5.3	5.3
	Higher	B	83	29.0	29.3	29.3	34.6	34.6
	Equal	C	145	50.7	51.2	51.2	85.9	85.9
Higher		D	35	12.2	12.4	12.4	98.2	98.2
Significantly Higher		E	5	1.7	1.8	1.8	100.0	100.0
		&	<u>3</u>	<u>1.0</u>	<u>Missing</u>	<u>Missing</u>	<u>100.0</u>	<u>100.0</u>
		Total	286	100.0	100.0	100.0		
Valid Cases	283	Missing Cases	3					



IPCGAPNP Individuals' Perception of Individual Priority,  
Comparison of General Admin Versus Personnel  
and Navy Program Management

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Significantly Higher	A	7	2.4	2.5	2.5
Higher	B	32	11.2	11.3	13.8
Equal	C	129	45.1	45.6	59.4
Higher	D	102	35.7	36.0	95.4
Significantly Higher	E	13	4.5	4.6	100.0
	&	3	1.0	Missing	100.0
Valid Cases	Total	286	100.0	100.0	
	Missing Cases	3			

IPCGASTK      Individuals' Perception of Individual Priority,  
Comparison of General Admin Versus System  
Technical Knowledge

	Category Label	Code	Absolute Frequency	Relative Frequency Percent		Adjusted Frequency Percent		Cumulative Frequency Percent	
Significantly Higher		A	3	1.0		1.1		1.1	
Higher		B	15	5.2		5.3		6.3	
Equal		C	34	11.9		11.9		18.2	
Higher		D	192	67.1		67.4		85.6	
Significantly Higher		E	41	14.3		14.4		100.0	
		&	1	0.3		Missing		100.0	
		Total	286	100.0		100.0			
Valid Cases	285	Missing Cases	1						

IPCGAOPQ Individuals' Perception of Individual Priority,  
Comparison of General Admin Versus Officer  
Professional Qualifications

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Significantly Higher	A	1	0.3	0.4	0.4
Higher	B	12	4.2	4.2	4.6
Equal	C	54	18.9	18.9	23.5
Higher	D	180	62.9	63.2	86.7
Significantly Higher	E	38	13.3	13.3	100.0
	&	<u>1</u>	<u>0.3</u>	<u>Missing</u>	100.0
	Total	286	100.0	100.0	
Valid Cases	285	Missing Cases	1		

IPCNPST      Individuals' Perception of Individual Priority,  
Comparison of Personnel and Navy Programs  
Management Versus System Technical Knowledge

	Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Significantly Higher		A	3	1.0	1.1	1.1
Higher		B	28	9.8	9.8	10.9
Equal		C	79	27.6	27.7	38.6
Higher		D	147	51.4	51.6	90.2
Significantly Higher		E	28	9.8	9.8	100.0
		&	<u>1</u>	<u>0.3</u>	<u>Missing</u>	100.0
		Total	286	100.0	100.0	
Valid Cases	285	Missing Cases	1			

IPCNPPOP      Individuals' Perception of Individual Priority,  
Comparison of Personnel and Navy Programs  
Management Versus Officer Professional  
Qualifications

	Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Significantly Higher		A	1	0.3	0.4	0.4
Higher		B	20	7.0	7.0	7.4
Equal		C	105	36.7	36.8	44.2
Higher		D	137	47.9	48.1	92.3
Significantly Higher		E	22	7.7	7.7	100.0
		&	<u>1</u>	<u>0.3</u>	<u>Missing</u>	100.0
		Total	286	100.0	100.0	
Valid Cases	285	Missing Cases	1			

IPCSTKOP Individuals' Perception of Individual Priority,  
Comparison of System Technical Knowledge Versus  
Officer Professional Qualifications

	Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Significantly Higher		A	7	2.4	2.5	2.5
Higher		B	50	17.5	17.5	20.0
Equal		C	169	59.1	59.3	79.3
Higher		D	53	18.5	18.6	97.9
Significantly Higher		E	6	2.1	2.1	100.0
		&	<u>1</u>	<u>0.3</u>	<u>Missing</u>	<u>100.0</u>
		Total	286	100.0	100.0	
Valid Cases	285	Missing Cases	1			



# QUESTION 95

TDAWC      Number of Individuals Perceiving the  
 Availability of Tactical Documents within the  
 Individuals' Command

<u>Category Label</u>	<u>Code</u>	<u>Absolute Frequency</u>	<u>Relative Frequency Percent</u>	<u>Adjusted Frequency Percent</u>	<u>Cumulative Frequency Percent</u>
No	N	10	3.5	3.5	3.5
Yes	Y	<u>276</u>	<u>96.5</u>	<u>96.5</u>	100.0
	Total	286	100.0	100.0	
Valid Cases		286	Missing Cases	0	

# QUESTION 96

TDACWC      Number of Individuals Perceiving the  
Accessibility of Tactical Documents within  
the Individuals' Command

<u>Category Label</u>	<u>Code</u>	<u>Absolute Frequency</u>	<u>Relative Frequency Percent</u>	<u>Adjusted Frequency Percent</u>	<u>Cumulative Frequency Percent</u>
No	N	25	8.7	8.8	8.8
Yes	Y	259	90.6	91.2	100.0
	&	<u>2</u>	<u>0.7</u>	<u>Missing</u>	100.0
	Total	286	100.0	100.0	
Valid Cases	284	Missing Cases	2		

# QUESTION 97

TDRCE      Number of Individuals Perceiving that their  
 Command Encourages Him to Review Tactical  
 Documents

<u>Category Label</u>	<u>Code</u>	<u>Absolute Frequency</u>	<u>Relative Frequency Percent</u>	<u>Adjusted Frequency Percent</u>	<u>Cumulative Frequency Percent</u>
No	N	83	29.0	29.3	29.3
Yes	Y	200	69.9	70.7	100.0
	&	<u>3</u>	<u>1.0</u>	Missing	100.0
	Total	286	100.0	100.0	
Valid Cases		283	Missing Cases	3	

IPTDADTC Perception of Individuals' Use of Tactical Documents  
Aiding in the Development of Tactical Competency

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
To a Great Extent	A	67	23.4	23.5	23.5
Mid Scale	B	116	40.6	40.7	64.2
To a Moderate Extent	C	87	30.4	30.5	94.7
Mid Scale	D	11	3.8	3.9	98.6
To No Extent	E	4	1.4	1.4	100.0
	&	<u>1</u>	<u>0.3</u>	<u>Missing</u>	<u>100.0</u>
	Total	286	100.0	100.0	
Valid Cases	285	Missing Cases	1		

# QUESTION 99

SRTD      Number of Individuals Completing Self  
Review of TACPRO, TACNOTE or TACMEMO

<u>Category Label</u>	<u>Code</u>	<u>Absolute Frequency</u>	<u>Relative Frequency Percent</u>	<u>Adjusted Frequency Percent</u>	<u>Cumulative Frequency Percent</u>
No	N	90	31.5	31.6	31.6
Yes	Y	195	68.2	68.4	100.0
	&	<u>1</u>	<u>0.3</u>	<u>Missing</u>	100.0
	Total	286	100.0	100.0	
Valid Cases	285		Missing Cases	1	

# QUESTION 100

BTD      Number of Individuals Who Have Conducted a  
Brief of a Tactical Document to a Higher  
Authority

<u>Category Label</u>	<u>Code</u>	<u>Absolute Frequency</u>	<u>Relative Frequency Percent</u>	<u>Adjusted Frequency Percent</u>	<u>Cumulative Frequency Percent</u>
No	N	90	31.5	31.6	31.6
Yes	Y	195	68.2	68.4	100.0
	&	<u>1</u>	<u>0.3</u>	<u>Missing</u>	100.0
	Total	286	100.0	100.0	
Valid Cases	285	Missing Cases	1		



# QUESTION 101

CPTD      Number of Individuals Who Have Contributed  
For Publication a Tactical Concept or Idea

<u>Category Label</u>	<u>Code</u>	<u>Absolute Frequency</u>	<u>Relative Frequency Percent</u>	<u>Adjusted Frequency Percent</u>	<u>Cumulative Frequency Percent</u>
No	N	126	44.1	44.2	44.2
Yes	Y	159	55.6	55.8	100.0
	&	<u>1</u>	<u>0.3</u>	<u>Missing</u>	100.0
	Total	286	100.0	100.0	
Valid Cases	285	Missing Cases	1		

# QUESTION 102

ATS      Number of Individuals Who Have Attended  
as an Observer a Tactical Symposium

<u>Category Label</u>	<u>Code</u>	<u>Absolute Frequency</u>	<u>Relative Frequency Percent</u>	<u>Adjusted Frequency Percent</u>	<u>Cumulative Frequency Percent</u>
No	N	120	42.0	42.0	42.0
Yes	Y	<u>166</u>	<u>58.0</u>	<u>58.0</u>	100.0
	Total	286	100.0	100.0	
Valid Cases	286	Missing Cases	0		

# QUESTION 103

ATWACM      Number of Individuals Who Have Attended  
as an Observer a Tactical Warfare Area Committee  
Meeting...Battle Group Level

<u>Category Label</u>	<u>Code</u>	<u>Absolute Frequency</u>	<u>Relative Frequency Percent</u>	<u>Adjusted Frequency Percent</u>	<u>Cumulative Frequency Percent</u>
No	N	203	71.0	71.0	71.0
Yes	Y	<u>83</u>	<u>29.0</u>	<u>29.0</u>	100.0
	Total	286	100.0	100.0	
Valid Cases	286	Missing Cases	0		

# QUESTION 104

AIWCTD      Number of Individuals Who Have Attended  
as an Observer a Intra Warfare Community Tactical  
Discussion

<u>Category Label</u>	<u>Code</u>	<u>Absolute Frequency</u>	<u>Relative Frequency Percent</u>	<u>Adjusted Frequency Percent</u>	<u>Cumulative Frequency Percent</u>
No	N	107	37.4	37.4	37.4
Yes	Y	<u>179</u>	<u>62.6</u>	<u>62.6</u>	100.0
	Total	286	100.0	100.0	
Valid Cases	286	Missing Cases	0		

# QUESTION 105

PWSITD      Number of Individuals Who Have Participated  
in a Wardroom...Small Group...Informal Tactical  
Discussion

<u>Category Label</u>	<u>Code</u>	<u>Absolute Frequency</u>	<u>Relative Frequency Percent</u>	<u>Adjusted Frequency Percent</u>	<u>Cumulative Frequency Percent</u>
No	N	8	2.8	2.8	2.8
Yes	Y	<u>278</u>	<u>97.2</u>	<u>97.2</u>	100.0
	Total	286	100.0	100.0	
Valid Cases	286	Missing Cases	0		

# QUESTION 106

PTS      Number of Individuals Who Have Participated  
in a Tactical Symposium

<u>Category Label</u>	<u>Code</u>	<u>Absolute Frequency</u>	<u>Relative Frequency Percent</u>	<u>Adjusted Frequency Percent</u>	<u>Cumulative Frequency Percent</u>
No	N	139	48.6	48.6	48.6
Yes	Y	<u>147</u>	<u>51.4</u>	<u>51.4</u>	100.0
Total		286	100.0	100.0	
Valid Cases		286	Missing Cases	0	



# QUESTION 107

PTWACM      Number of Individuals Who Have Participated  
in a Tactical Warfare Area Committee Meeting

<u>Category Label</u>	<u>Code</u>	<u>Absolute Frequency</u>	<u>Relative Frequency Percent</u>	<u>Adjusted Frequency Percent</u>	<u>Cumulative Frequency Percent</u>
No	N	210	73.4	73.4	73.4
Yes	Y	<u>76</u>	<u>26.6</u>	<u>26.6</u>	100.0
Total		286	100.0	100.0	
Valid Cases	286	Missing Cases		0	

# QUESTION 108

PIWCWD      Number of Individuals Who Have Participated  
in an Intra Warfare Community Warfare Discussion

<u>Category Label</u>	<u>Code</u>	<u>Absolute Frequency</u>	<u>Relative Frequency Percent</u>	<u>Adjusted Frequency Percent</u>	<u>Cumulative Frequency Percent</u>
No	N	117	40.9	40.9	40.9
Yes	Y	<u>169</u>	<u>59.1</u>	<u>59.1</u>	100.0
	Total	286	100.0	100.0	
Valid Cases	286	Missing Cases	0		

IPITDDTC      Extent of Individuals' Perception as to Whether Informal  
Tactical Discussions Currently Aid in Developing Their  
Own Tactical Competency

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
To a Great Extent	A	81	28.3	28.6	28.6
Mid Scale	B	126	44.1	44.5	73.1
To a Moderate Extent	C	62	21.7	21.9	95.1
Mid Scale	D	9	3.1	3.2	98.2
Not Applicable	F	5	1.7	1.8	100.0
	&	<u>3</u>	<u>1.0</u>	<u>Missing</u>	<u>100.0</u>
	Total	286	100.0	100.0	
Valid Cases	283	Missing Cases	3		

PIPWDDTC      Extent of Individuals' Perception as to Whether Intra  
                     Warfare Community Tactical Discussions Currently  
                     Aid in Developing Their Own Tactical Competency

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
To a Great Extent	A	49	17.1	17.3	17.3
Mid Scale	B	126	44.1	44.4	61.6
To a Moderate Extent	C	77	26.9	27.1	88.7
Mid Scale	D	13	4.5	4.6	93.3
To No Extent	E	2	0.7	0.7	94.0
Not Applicable	F	17	5.9	6.0	100.0
	&	<u>2</u>	<u>0.7</u>	<u>Missing</u>	100.0
	Total	286	100.0	100.0	
Valid Cases	284	Missing Cases	2		

IPFTDDTC      Extent of Individuals' Perception as to Whether Formal  
Tactical Discussions..(Sponsored Events).Currently  
Aid in Developing Their Own Tactical Competency

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
To a Great Extent	A	57	19.9	20.2	20.2
Mid Scale	B	119	41.6	42.2	62.4
To a Moderate Extent	C	64	22.4	22.7	85.1
Mid Scale	D	13	4.5	4.6	89.7
To No Extent	E	5	1.7	1.8	91.5
No Applicable	F	24	8.4	8.5	100.0
	&	<u>4</u>	<u>1.4</u>	<u>Missing</u>	100.0
	Total	286	100.0	100.0	
Valid Cases	282	Missing Cases	4		

IPTCDDTC      Extent of Individuals' Perception as to Whether Tactical Correspondence Courses Currently Aid in Developing Their Own Tactical Competency

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
To a Great Extent	A	15	5.2	5.4	5.4
Mid Scale	B	34	11.9	12.1	17.5
To a Moderate Extent	C	91	31.8	32.5	50.0
Mid Scale	D	57	19.9	20.4	70.4
To No Extent	E	26	9.1	9.3	79.6
Not Applicable	F	57	19.9	20.4	100.0
	&	6	2.1	Missing	100.0
Valid Cases	Total	286	100.0	100.0	
	Missing Cases	6			



IP'TDRDTC      Extent of Individuals' Perception as to Whether Tactical  
Document Review Currently Aid in Developing Their Own Tactical  
Competency

Category Label	Code	Absolute Frequency	Relative Frequency		Adjusted Frequency		Cumulative Frequency	
			Percent	Percent	Percent	Percent	Percent	Percent
To a Great Extent	A	17	5.9		6.0		6.0	
Mid Scale	B	70	24.5		24.6		30.6	
To a Moderate Extent	C	130	45.5		45.8		76.4	
Mid Scale	D	41	14.3		14.4		90.8	
To No Extent	E	5	1.7		1.8		92.6	
Not Applicable	F	21	7.3		7.4		100.0	
	&	<u>2</u>	<u>0.7</u>		<u>Missing</u>		<u>100.0</u>	
	Total	286	100.0		100.0			
Valid Cases	284	Missing Cases	2					

IPATTDTC      Extent of Individuals' Perception as to Whether Ashore  
Tactical Trainers Currently Aid in Developing Their Own Tactical  
Competency

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
To a Great Extent	A	56	19.6	19.9	19.9
Mid Scale	B	103	36.0	36.5	56.4
To a Moderate Extent	C	73	25.5	25.9	82.3
Mid Scale	D	21	7.3	7.4	89.7
To No Extent	E	3	1.0	1.1	90.8
Not Applicable	F	26	9.1	9.2	100.0
	&	<u>4</u>	<u>1.4</u>	<u>Missing</u>	100.0
	Total	286	100.0	100.0	
Valid Cases	282	Missing Cases	4		

IPICGDT C      Extent of Individuals' Perception as to Whether Informal  
Command Warfare Games...(Table Top)..Currently Aid in  
Developing Their Own Tactical Competency

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
To a Great Extent	A	9	3.1	3.2	3.2
Mid Scale	B	62	21.7	22.0	25.2
To a Moderate Extent	C	57	19.9	20.2	45.4
Mid Scale	D	30	10.5	10.6	56.0
To No Extent	E	19	6.6	6.7	62.8
Not Applicable	F	105	36.7	37.2	100.0
	&	<u>4</u>	<u>1.4</u>	<u>Missing</u>	100.0
	Total	286	100.0	100.0	
Valid Cases	282	Missing Cases	4		

IPTSDTC      Extent of Individuals' Perception as to Whether Tactical Symposiums...(Sponsored)..Currently Aid in Developing Their Own Tactical Competency

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
To a Great Extent	A	23	8.0	8.2	8.2
Mid Scale	B	90	31.5	32.0	40.2
To a Moderate Extent	C	94	32.9	33.5	73.7
Mid Scale	D	30	10.5	10.7	84.3
To No Extent	E	6	2.1	2.1	86.5
Not Applicable	F	38	13.3	13.5	100.0
	&	5	1.7	Missing	100.0
	Total	286	100.0	100.0	
Valid Cases	281	Missing Cases	5		

IPTCMDTC      Extent of Individuals' Perception as to Whether Tactical Warfare Area Committee Meetings at the Battle Group Level Currently Aid in Developing Their Own Tactical Competency

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
To a Great Extent	A	19	6.6	6.9	6.9
Mid Scale	B	50	17.5	18.2	25.1
To a Moderate Extent	C	81	28.3	29.5	54.5
Mid Scale	D	24	8.4	8.7	63.3
To No Extent	E	9	3.1	3.3	66.5
Not Applicable	F	92	32.2	33.5	100.0
	&	<u>11</u>	<u>3.8</u>	<u>Missing</u>	100.0
	Total	286	100.0	100.0	
Valid Cases	275	Missing Cases	11		

IPRTDTC      Extent of Individuals' Perception as to Whether Refresher  
 Training.(ORE-ORI).Currently Aid in Developing Their Own  
 Tactical Competency

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
To a Great Extent	A	66	23.1	23.4	23.4
Mid Scale	B	95	33.2	33.7	57.1
To a Moderate Extent	C	71	24.8	25.2	82.3
Mid Scale	D	27	9.4	9.6	91.8
To No Extent	E	6	2.1	2.1	94.0
Not Applicable	F	17	5.9	6.0	100.0
	&	<u>4</u>	<u>1.4</u>	<u>Missing</u>	100.0
	Total	286	100.0	100.0	
Valid Cases	282	Missing Cases	4		



IPWGODTC      Extent of Individuals' Perception as to Whether  
Wing-Group.(ORE-ORI).Currently Aid in Developing  
Their Own Tactical Competency

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
To a Great Extent	A	65	22.7	23.0	23.0
Mid Scale	B	93	32.5	32.9	55.8
To a Moderate Extent	C	69	24.1	24.4	80.2
Mid Scale	D	20	7.0	7.1	87.3
To No Extent	E	11	3.8	3.9	91.2
Not Applicable	F	25	8.7	8.8	100.0
	&	<u>3</u>	<u>1.0</u>	<u>Missing</u>	100.0
	Total	286	100.0	100.0	
Valid Cases	283	Missing Cases	3		

IPISEDTC      Extent of Individuals' Perception as to Whether Individual  
 Command Exercises Currently Aid in Developing Their Own  
 Tactical Competency

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
To a Great Extent	A	59	20.6	20.8	20.8
Mid Scale	B	115	40.2	40.5	61.3
To a Moderate Extent	C	74	25.9	26.1	87.3
Mid Scale	D	15	5.2	5.3	92.6
To No Extent	E	5	1.7	1.8	94.4
Not Applicable	F	16	5.6	5.6	100.0
	&	<u>2</u>	<u>0.7</u>	<u>Missing</u>	100.0
	Total	286	100.0	100.0	
Valid Cases	284	Missing Cases	2		

IPPBGDTC      Extent of Individuals' Perception as to Whether  
 Participation in Battle Group or Fleet Exercises  
 Currently Aid in Developing Their Own Tactical  
 Competency

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
To a Great Extent	A	78	27.3	27.4	27.4
Mid Scale	B	109	38.1	38.2	65.6
To a Moderate Extent	C	68	23.8	23.9	89.5
Mid Scale	D	19	6.6	6.7	96.1
To No Extent	E	2	0.7	0.7	96.8
Not Applicable	F	9	3.1	3.2	100.0
	&	<u>1</u>	<u>0.3</u>	<u>Missing</u>	<u>100.0</u>
	Total	286	100.0	100.0	
Valid Cases	285	Missing Cases	1		

IRWCPRK      Individuals' Rating of Warfare Community Peers  
                 as Tacticians in a Multi Threat Coordinated  
                 Operations Situation in Terms of Resource Knowledge

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Top 10%	A	54	18.9	19.4	19.4
Top 25%	B	111	38.8	39.8	59.1
Top 50%	C	78	27.3	28.0	87.1
Bottom 50%	D	30	10.5	10.8	97.8
Bottom 25%	E	5	1.7	1.8	99.6
Bottom 10%	F	1	0.3	0.4	100.0
	&	<u>7</u>	<u>2.4</u>	<u>Missing</u>	100.0
	Total	286	100.0	100.0	
Valid Cases	279	Missing Cases	7		

IRWCPS      Individuals' Rating of Warfare Community Peers  
as Tacticians in a Multi Threat Coordinated  
Operations Situation in Terms of Skill

	Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Top 10%		A	71	24.8	25.4	25.4
Top 25%		B	111	38.8	39.8	65.2
Top 50%		C	74	25.9	26.5	91.8
Bottom 50%		D	18	6.3	6.5	98.2
Bottom 25%		E	2	0.7	0.7	98.9
Bottom 10%		F	3	1.0	1.1	100.0
		&	<u>7</u>	<u>2.4</u>	<u>Missing</u>	<u>100.0</u>
		Total	286	100.0	100.0	
Valid Cases	279	Missing Cases	7			

IRSRK Individuals' Rating of Himself as a Tactician in a Multi  
Threat Coordinated Operations Situation in Terms of Resource Knowledge

	Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Top 10%		A	59	20.6	21.0	21.0
Top 25%		B	99	34.6	35.2	56.2
Top 50%		C	93	32.5	33.1	89.3
Bottom 50%		D	19	6.6	6.8	96.1
Bottom 25%		E	6	2.1	2.1	98.2
Bottom 10%		F	5	1.7	1.8	100.0
		&	<u>5</u>	<u>1.7</u>	<u>Missing</u>	<u>100.0</u>
		Total	286	100.0	100.0	
Valid Cases	281	Missing Cases	5			



IRSM Individuals' Rating of Himself as a Tactician in a Multi Coordinated Operations Situation in Terms of Motivation

	Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Top 10%		A	108	37.8	38.3	38.3
Top 25%		B	108	37.8	38.3	76.6
Top 50%		C	51	17.8	18.1	94.7
Bottom 50%		D	9	3.1	3.2	97.9
Bottom 25%		E	3	1.0	1.1	98.9
Bottom 10%		F	3	1.0	1.1	100.0
		&	<u>4</u>	<u>1.4</u>	<u>Missing</u>	100.0
		Total	286	100.0	100.0	
Valid Cases	282	Missing Cases	4			

# QUESTION 127

RAOTEFWC      Individuals' Perception as to Whether Tactical  
Exercise Feedback is Made Readily Available  
to the Individual Within Their Command

<u>Category Label</u>	<u>Code</u>	<u>Absolute Frequency</u>	<u>Relative Frequency Percent</u>	<u>Adjusted Frequency Percent</u>	<u>Cumulative Frequency Percent</u>
No	N	120	42.0	43.0	43.0
Yes	Y	159	55.6	57.0	100.0
	&	<u>7</u>	<u>2.4</u>	<u>Missing</u>	100.0
	Total	286	100.0	100.0	
Valid Cases	279	Missing Cases	7		

IOATEFAT Individuals' Perception of Opportunity to Analyze Tactical Exercise Feedback Based on Availability of Time During Normal Working Hours

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Considerable Time Available	A	12	4.2	6.7	6.7
Mid Scale	B	34	11.9	19.0	25.7
Adequate Time Available	C	70	24.5	39.1	64.8
Mid Scale	D	52	18.2	29.1	93.9
No Time Available	E	11	3.8	6.1	100.0
	&	<u>107</u>	<u>37.4</u>	<u>Missing</u>	100.0
	Total	286	100.0	100.0	
Valid Cases	179	Missing Cases	107		

IOATEFCL      Individuals' Perception of Opportunity to Analyze  
Tactical Exercise Feedback Based on Clarity of  
Feedback Received

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Considerably Understandable	A	11	3.8	6.2	6.2
Mid Scale	B	41	14.3	23.2	29.4
Understandable	C	103	36.0	58.2	87.6
Mid Scale	D	18	6.3	10.2	97.7
Confusing	E	4	1.4	2.3	100.0
	&	<u>109</u>	<u>38.1</u>	<u>Missing</u>	100.0
	Total	286	100.0	100.0	
Valid Cases	177	Missing Cases	109		

IOATEFQA      Individuals' Perception of Opportunity to Analyze  
Tactical Exercise Feedback Based on Quality of  
Feedback Received

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
High Quality	A	13	4.5	7.4	7.4
Mid Scale	B	54	18.9	30.7	38.1
Moderate Quality	C	82	28.7	46.6	84.7
Mid Scale	D	21	7.3	11.9	96.6
Low Quality	E	6	2.1	3.4	100.0
	&	<u>110</u>	<u>38.5</u>	<u>Missing</u>	100.0
	Total	286	100.0	100.0	
Valid Cases	176	Missing Cases	110		

IOATEFQU Individuals' Perception of Opportunity to Analyze  
Tactical Exercise Feedback Based on Quantity of  
Feedback Received

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Excessive Quantity	A	8	2.8	4.5	4.5
Mid Scale	B	48	16.8	27.1	31.6
Sufficient Quantity	C	86	30.1	48.6	80.2
Mid Scale	D	30	10.5	16.9	97.2
Insufficient Quantity	E	5	1.7	2.8	100.0
	&	<u>109</u>	<u>38.1</u>	<u>Missing</u>	100.0
	Total	286	100.0	100.0	
Valid Cases	177	Missing Cases	109		



CSEODTC      Individuals' Perception as to the Extent that  
Operational Schedules Effect the Individuals'  
Opportunity to Develop Tactical Competency

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
To a Great Extent	A	78	27.3	27.7	27.7
Mid Scale	B	70	24.5	24.8	52.5
To a Moderate Extent	C	69	24.1	24.5	77.0
Mid Scale	D	30	10.5	10.6	87.6
To No Extent	E	17	5.9	6.0	93.6
Not Applicable	F	18	6.3	6.4	100.0
	&	4	1.4	Missing	100.0
	Total	286	100.0	100.0	
Valid Cases	282	Missing Cases	4		

ISSEADTC      Extent of Individuals' Perception as to Whether the  
Scheduling of Independent Ship or Squadron Exercises  
Affects the Development of Their Own Tactical Competency

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
To a Great Extent	A	51	17.8	18.9	18.9
Mid Scale	B	84	29.4	31.1	50.0
To a Moderate Extent	C	79	27.6	<del>29.3</del> 29.3	79.3
Mid Scale	D	31	10.8	11.5	90.7
To No Extent	E	10	3.5	3.7	94.4
Not Applicable	F	15	5.2	5.6	100.0
	&	<u>16</u>	<u>5.6</u>	<u>Missing</u>	100.0
	Total	286	100.0	100.0	
Valid Cases	270	Missing Cases	16		

COADTC      Extent of Individuals' Perception as to Whether  
the Scheduling of Coordinated Operation  
Exercises Affect the Development of Their Own  
Tactical Competency

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
To a Great Extent	A	55	19.2	20.4	20.4
Mid Scale	B	103	36.0	38.3	58.7
To a Moderate Extent	C	67	23.4	24.9	83.6
Mid Scale	D	17	5.9	6.3	90.0
To No Extent	E	12	4.2	4.5	94.4
Not Applicable	F	15	5.2	5.6	100.0
	&	<u>17</u>	<u>5.9</u>	<u>Missing</u>	100.0
	Total	286	100.0	100.0	
Valid Cases	269	Missing Cases	17		

SSAADTC      Extent of Individuals' Perception as to Whether  
the Scheduling of Supporting Services Availability  
Affects the Development of Their Own Tactical Competency

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
To a Great Extent	A	56	19.6	20.9	20.9
Mid Scale	B	72	25.2	26.9	47.8
To a Moderate Extent	C	78	27.3	29.1	76.9
Mid Scale	D	35	12.2	13.1	89.9
To No Extent	E	11	3.8	4.1	94.0
Not Applicable	F	16	5.6	6.0	100.0
	&	<u>18</u>	<u>6.3</u>	<u>Missing</u>	100.0
	Total	286	100.0	100.0	
Valid Cases	268	Missing Cases	18		

ERADTC      Extent of Individuals' Perception as to Whether the  
Scheduling of Emergent Requirements by Higher Authority  
Affects the Development of Their Own Tactical Competency

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
To a Great Extent	A	57	19.9	21.4	21.4
Mid Scale	B	75	26.2	28.2	49.6
To a Moderate Extent	C	66	23.1	24.8	74.4
Mid Scale	D	36	12.6	13.5	88.0
To No Extent	E	21	7.3	7.9	95.9
Not Applicable	F	11	3.8	4.1	100.0
	&	<u>20</u>	<u>7.0</u>	<u>Missing</u>	<u>100.0</u>
	Total	286	100.0	100.0	
Valid Cases	266	Missing Cases	20		

MRADTC      Extent of Individuals' Perception as to Whether the  
Scheduling of Material Readiness Affects the Development  
of Their Own Tactical Competency

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
To a Great Extent	A	91	31.8	34.1	34.1
Mid Scale	B	72	25.2	27.0	61.0
To a Moderate Extent	C	53	18.5	19.9	80.9
Mid Scale	D	26	9.1	9.7	90.6
To No Extent	E	11	3.8	4.1	94.8
Not Applicable	F	14	4.9	5.2	100.0
	&	<u>19</u>	<u>6.6</u>	<u>Missing</u>	<u>100.0</u>
	Total	286	100.0	100.0	
Valid Cases	267	Missing Cases	19		



IADTC      Extent of Individuals' Perception as to Whether the  
                  Scheduling of Inspections Affects the Development of  
                  Their Own Tactical Competency

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
To a Great Extent	A	38	13.3	14.2	14.2
Mid Scale	B	52	18.2	19.4	33.6
To a Moderate Extent	C	83	29.0	31.0	64.6
Mid Scale	D	60	21.0	22.4	86.9
To No Extent	E	24	8.4	9.0	95.9
Not Applicable	F	11	3.8	4.1	100.0
	&	<u>18</u>	<u>6.3</u>	<u>Missing</u>	100.0
	Total	286	100.0	100.0	
Valid Cases	268	Missing Cases	18		

RIADTC      Extent of Individuals' Perception as to Whether the  
                  Scheduling of Re-Inspections Affects the Development  
                  of Their Own Tactical Competency

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
To a Great Extent	A	26	9.1	9.7	9.7
Mid Scale	B	28	9.8	10.5	20.2
To a Moderate Extent	C	68	23.8	25.5	45.7
Mid Scale	D	56	19.6	21.0	66.7
To No Extent	E	53	18.5	19.9	86.5
Not Applicable	F	36	12.6	13.5	100.0
	&	<u>19</u>	<u>6.6</u>	<u>Missing</u>	<u>100.0</u>
	Total	286	100.0	100.0	
Valid Cases	267	Missing Cases	19		

SCDICD      Individuals' Perception as to the Rank Order in Which the Deletion  
of Inspections Would Take Place Due to Compressing of a Unit's  
Operational Schedule While Working Against a Fixed Date

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
1st Activity to be Deleted	1.	99	34.6	35.7	35.7
2nd Activity to be Deleted	2.	50	17.5	18.1	53.8
3rd Activity to be Deleted	3.	26	9.1	9.4	63.2
4th Activity to be Deleted	4.	21	7.3	7.6	70.8
5th Activity to be Deleted	5.	29	10.1	10.5	81.2
6th Activity to be Deleted	6.	16	5.6	5.8	87.0
7th Activity to be Deleted	7.	14	4.9	5.1	92.1
8th Activity to be Deleted	8.	11	3.8	4.0	96.0
Last Activity to be Deleted	9.	11	3.8	4.0	100.0
	0.	<u>9</u>	<u>3.1</u>	<u>Missing</u>	<u>100.0</u>
	Total	286	100.0	100.0	

Valid Cases      277      Missing Cases      9

SCDARCD      Individuals' Perception as to the Rank Order in Which the  
 Deletion of Admin Requirements Would Take Place Due to Compressing  
 of a Unit's Operational Schedule While Working Against a Fixed Rate

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
1st Activity to be Deleted	1.	63	22.0	22.7	22.7
2nd Activity to be Deleted	2.	85	29.7	30.7	53.4
3rd Activity to be Deleted	3.	39	13.6	14.1	67.5
4th Activity to be Deleted	4.	33	11.5	11.9	79.4
5th Activity to be Deleted	5.	24	8.4	8.7	88.1
6th Activity to be Deleted	6.	14	4.9	5.1	93.1
7th Activity to be Deleted	7.	11	3.8	4.0	97.1
8th Activity to be Deleted	8.	6	2.1	2.2	99.3
Last Activity to be Deleted	9.	2	0.7	0.7	100.0
	0.	<u>9</u>	<u>3.1</u>	<u>Missing</u>	100.0
	Total	286	100.0	100.0	
Valid Cases	277	Missing Cases	9		

SCDMATCD      Individuals' Perception as to the Rank Order in Which the  
 Deletion of Material or Admin Training Would Take Place  
 Due to Compressing of a Unit's Operational Schedule While  
 Working Against a Fixed Date

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
1st Activity to be Deleted	1.	51	17.8	18.4	18.4
2nd Activity to be Deleted	2.	62	21.7	22.4	40.8
3rd Activity to be Deleted	3.	98	34.3	35.4	76.2
4th Activity to be Deleted	4.	29	10.1	10.5	86.6
5th Activity to be Deleted	5.	23	8.0	8.3	94.9
6th Activity to be Deleted	6.	9	3.1	3.2	98.2
7th Activity to be Deleted	7.	2	0.7	0.7	98.9
8th Activity to be Deleted	8.	2	0.7	0.7	99.6
Last Activity to be Deleted	9.	1	0.3	0.4	100.0
	0.	<u>9</u>	<u>3.1</u>	<u>Missing</u>	100.0
	Total	286	100.0	100.0	

Valid Cases      277      Missing Cases      9

SCDTRTCD      Individuals' Perception as to the Rank Order in Which the  
 Deletion of Tactical Related Training Would Take Place  
 Due to Compressing of a Unit's Operational Schedule While  
 Working Against a Fixed Date

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
1st Activity to be Deleted	1.	41	14.3	14.9	14.9
2nd Activity to be Deleted	2.	36	12.6	13.0	27.9
3rd Activity to be Deleted	3.	42	14.7	15.2	43.1
4th Activity to be Deleted	4.	69	24.1	25.0	68.1
5th Activity to be Deleted	5.	37	12.9	13.4	81.5
6th Activity to be Deleted	6.	22	7.7	8.0	89.5
7th Activity to be Deleted	7.	17	5.9	6.2	95.7
8th Activity to be Deleted	8.	6	2.1	2.2	97.8
Last Activity to be Deleted	9.	6	2.1	2.2	100.0
	0.	<u>10</u>	<u>3.5</u>	<u>Missing</u>	<u>100.0</u>
	Total	286	100.0	100.0	
Valid Cases	276	Missing Cases	10		



SCDISTCD      Individuals' Perception as to the Rank Order in Which  
the Deletion of Independent Exercise Training Would Take  
Place Due to Compressing of a Unit's Operational Schedule  
While Working Against a Fixed Date

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
1st Activity to be Deleted	1.	9	3.1	3.2	3.2
2nd Activity to be Deleted	2.	17	5.9	6.1	9.4
3rd Activity to be Deleted	3.	31	10.8	11.2	20.6
4th Activity to be Deleted	4.	50	17.5	18.1	38.6
5th Activity to be Deleted	5.	67	23.4	24.2	62.8
6th Activity to be Deleted	6.	46	16.1	16.6	79.4
7th Activity to be Deleted	7.	27	9.4	9.7	89.2
8th Activity to be Deleted	8.	17	5.9	6.1	95.3
Last Activity to be Deleted	9.	13	4.5	4.7	100.0
	0.	<u>9</u>	<u>3.1</u>	<u>Missing</u>	100.0
	Total	286	100.0	100.0	
Valid Cases	277	Missing Cases	9		

SCDBGEC

Individuals' Perception as to the Rank Order in Which the Deletion of Battle Group Level Coordinated Training Would Take Place Due to Compression of a Unit's Operational Schedule While Working Against a Fixed Date

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
2nd Activity to be Deleted	2.	5	1.7	1.8	1.8
3rd Activity to be Deleted	3.	10	3.5	3.6	5.4
4th Activity to be Deleted	4.	21	7.3	7.6	13.0
5th Activity to be Deleted	5.	31	10.8	11.2	24.2
6th Activity to be Deleted	6.	63	22.0	22.7	46.9
7th Activity to be Deleted	7.	77	26.9	27.8	74.7
8th Activity to be Deleted	8.	48	16.8	17.3	92.1
Last Activity to be Deleted	9.	22	7.7	7.9	100.0
	0.	9	3.1	Missing	100.0
	Total	286	100.0	100.0	
Valid Cases	277	Missing Cases	9		

SCDFECD      Individuals' Perception as to the Rank Order in Which the Deletion  
of Fleet Exercises Would Take Place Due to Compression of a Unit's  
Operational Schedule While Working Against a Fixed Date

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
1st Activity to be Deleted	1.	5	1.7	1.8	1.8
2nd Activity to be Deleted	2.	12	4.2	4.3	6.1
3rd Activity to be Deleted	3.	13	4.5	4.7	10.8
4th Activity to be Deleted	4.	20	7.0	7.2	18.1
5th Activity to be Deleted	5.	24	8.4	8.7	26.7
6th Activity to be Deleted	6.	32	11.2	11.6	38.3
7th Activity to be Deleted	7.	65	22.7	23.5	61.7
8th Activity to be Deleted	8.	72	25.2	26.0	87.7
Last Activity to be Deleted	9.	34	11.9	12.3	100.0
	0.	<u>9</u>	<u>3.1</u>	<u>Missing</u>	100.0
Total		286	100.0	100.0	
Valid Cases	277	Missing Cases	9		

SCDSMCD      Individuals' Perception as to the Rank Order in Which the Deletion  
of Scheduled Maintenance Would Take Place Due to Compression of a  
Unit's Operational Schedule While Working Against a Fixed Date

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
1st Activity to be Deleted	1.	3	1.0	1.1	1.1
2nd Activity to be Deleted	2.	6	2.1	2.2	3.2
3rd Activity to be Deleted	3.	12	4.2	4.3	7.6
4th Activity to be Deleted	4.	24	8.4	8.7	16.2
5th Activity to be Deleted	5.	26	9.1	9.4	25.6
6th Activity to be Deleted	6.	52	18.2	18.8	44.4
7th Activity to be Deleted	7.	33	11.5	11.9	56.3
8th Activity to be Deleted	8.	80	28.0	28.9	85.2
Last Activity to be Deleted	9.	41	14.3	14.8	100.0
	0.	<u>9</u>	<u>3.1</u>	<u>Missing</u>	100.0
	Total	286	100.0	100.0	
Valid Cases	277	Missing Cases	9		

SCDOCCD      Individuals' Perception as to the Rank Order in Which the Deletion  
of Operational Commitments Would Take Place Due to Compression  
of a Unit's Operational Schedule While Working Against a Fixed Date

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
1st Activity to be Deleted	1.	6	2.1	2.2	2.2
2nd Activity to be Deleted	2.	4	1.4	1.4	3.6
3rd Activity to be Deleted	3.	6	2.1	2.2	5.8
4th Activity to be Deleted	4.	11	3.8	4.0	9.8
5th Activity to be Deleted	5.	17	5.9	6.2	15.9
6th Activity to be Deleted	6.	21	7.3	7.6	23.6
7th Activity to be Deleted	7.	30	10.5	10.9	34.4
8th Activity to be Deleted	8.	35	12.2	12.7	47.1
Last Activity to be Deleted	9.	146	51.0	52.9	100.0
	0.	<u>10</u>	<u>3.5</u>	<u>Missing</u>	100.0
	Total	286	100.0	100.0	
Valid Cases	276	Missing Cases	10		

# QUESTION 149

IBBGEAFA      Individuals' Perception as to Whether There  
is Sufficient Time Allocated Between Battle  
Group..Fleet..Exercises to Permit Adequate  
Feedback Analysis

<u>Category Label</u>	<u>Code</u>	<u>Absolute Frequency</u>	<u>Relative Frequency Percent</u>	<u>Adjusted Frequency Percent</u>	<u>Cumulative Frequency Percent</u>
No	N	118	41.3	44.7	44.7
Yes	Y	146	51.0	55.3	100.0
	&	<u>22</u>	<u>7.7</u>	<u>Missing</u>	100.0
	Total	286	100.0	100.0	
Valid Cases	264	Missing Cases	22		



# QUESTION 150

TBBGEALL      Individuals' Perception as to Whether There is  
Sufficient Time Allocated Between Battle Group  
..Fleet..Exercises to Permit Application of  
Lessons Learned to Follow on Exercise Planning

<u>Category Label</u>	<u>Code</u>	<u>Absolute Frequency</u>	<u>Relative Frequency Percent</u>	<u>Adjusted Frequency Percent</u>	<u>Cumulative Frequency Percent</u>
No	N	137	47.9	51.9	51.9
Yes	Y	127	44.4	48.1	100.0
	&	<u>22</u>	<u>7.7</u>	<u>Missing</u>	100.0
	Total	286	100.0	100.0	
Valid Cases	264	Missing Cases	22		

IBKSFR

Individuals' Perception as to the Relative Importance of Demonstrating Basic Knowledge Regarding Friendly..Threat..Capabilities and Demonstrated Tactical Competency Regarding Systems Employment Such That it be Identified as a Specific Item on His Fitness Report

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Essential	A	19	6.6	6.8	6.8
Extremely Important	B	129	45.1	46.4	53.2
Important But Not Specific Fitrep Worthy	C	90	31.5	32.4	85.6
Important, Should Not be Commented On	D	30	10.5	10.8	96.4
Not Important	E	10	3.5	3.6	100.0
	&	8	2.8	Missing	100.0
	Total	286	100.0	100.0	
Valid Cases	278	Missing Cases	8		

HPDASWL      Individuals' Normal Work Load...Hours Per Day...At Sea...  
Operational

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Less Than 8 Hours	A	1	0.3	0.4	0.4
> or Equal to 8 < Than 9 Hours	B	9	3.1	3.2	3.5
> or Equal to 9 < Than 10 Hours	C	11	3.8	3.9	7.4
> or Equal to 10 < Than 11 Hours	D	17	5.9	6.0	13.3
> or Equal to 11 < Than 12 Hours	E	24	8.4	8.4	21.8
> or Equal to 12 < Than 13 Hours	F	37	12.9	13.0	34.7
> or Equal to 13 < Than 14 Hours	G	41	14.3	14.4	49.1
Greater Than 14 Hours	H	126	44.1	44.2	93.3
Not Applicable	I	19	6.6	6.7	100.0
	&	<u>1</u>	<u>0.3</u>	<u>Missing</u>	<u>100.0</u>
	Total	286	100.0	100.0	
Valid Cases	285	Missing Cases	1		

HPDIPWL      Individuals' Normal Work Load....Hours Per Day....In Port...  
Non Operational

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Less Than 8 Hours	A	36	12.6	12.6	12.6
> or Equal to 8 < Than 9 Hours	B	67	23.4	23.5	36.1
> or Equal to 9 < Than 10 Hours	C	57	19.9	20.0	56.1
> or Equal to 10 < Than 11 Hours	D	71	24.8	24.9	81.1
> or Equal to 11 < Than 12 Hours	E	27	9.4	9.5	90.5
> or Equal to 12 < Than 13 Hours	F	15	5.2	5.3	95.8
> or Equal to 13 < Than 14 Hours	G	2	0.7	0.7	96.5
Greater Than 14 Hours	H	1	0.3	0.4	96.8
Not Applicable	I	9	3.1	3.2	100.0
	&	<u>1</u>	<u>0.3</u>	<u>Missing</u>	<u>100.0</u>
	Total	286	100.0	100.0	
Valid Cases	285	Missing Cases	1		

DPWWLAT      Individuals' Normal Work Week...Days Per Week...At Sea...  
Operational

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
4 Days Per Week	D	1	0.3	0.3	0.3
5 Days Per Week	E	5	1.7	1.7	2.1
6 Days Per Week	F	26	9.1	9.1	11.2
7 Days Per Week	G	234	81.8	81.8	93.0
Not Applicable	H	<u>20</u>	<u>7.0</u>	<u>7.0</u>	100.0
	Total	286	100.0	100.0	
Valid Cases	286	Missing Cases	0		

DPWWLIP      Individuals' Normal Work Week...Days Per Week...In Port...  
                  Non Operational

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
1 Day Per Week	A	1	0.3	0.3	0.3
2 Days Per Week	B	1	0.3	0.3	0.7
3 Days Per Week	C	2	0.7	0.7	1.4
4 Days Per Week	D	3	1.0	1.0	2.4
5 Days Per Week	E	185	64.7	64.7	67.1
6 Days Per Week	F	74	25.9	25.9	93.0
7 Days Per Week	G	9	3.1	3.1	96.2
Not Applicable	H	<u>11</u>	<u>3.8</u>	<u>3.8</u>	100.0
	Total	286	100.0	100.0	
Valid Cases	286	Missing Cases	0		



ROTAPBP      Individuals' Rank Ordering of the Job Related Activity...  
 Primary Billet...In Terms of the Amount of Time They  
 Presently Dedicate to that Activity

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Greatest Amount of Time	1.	214	74.8	77.0	77.0
Less Time	2.	25	8.7	9.0	86.0
Less Time	3.	17	5.9	6.1	92.1
Less Time	4.	7	2.4	2.5	94.6
Less Time	5.	7	2.4	2.5	97.1
Less Time	6.	3	1.0	1.1	98.2
Less Time	7.	1	0.3	0.4	98.6
Less Time	9.	2	0.7	0.7	99.3
Least Amount of Time	10.	2	0.7	0.7	100.0
	0.	<u>8</u>	<u>2.8</u>	<u>Missing</u>	100.0
	Total	286	100.0	100.0	
Valid Cases	278	Missing Cases	8		

ROTACDP      Individuals' Rank Ordering of the Job Related Activity...  
 Collateral Duties...In Terms of the Amount of Time They  
 Presently Dedicate to that Activity

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Greatest Amount of Time	1.	6	2.1	2.2	2.2
Less Time	2.	53	18.5	19.1	21.2
Less Time	3.	48	16.8	17.3	38.5
Less Time	4.	37	12.9	13.3	51.8
Less Time	5.	23	8.0	8.3	60.1
Less Time	6.	27	9.4	9.7	69.8
Less Time	7.	22	7.7	7.9	77.7
Less Time	8.	28	9.8	10.1	87.8
Less Time	9.	19	6.6	6.8	94.6
Least Amount of Time	10.	15	5.2	5.4	100.0
	0.	8	2.8	Missing	100.0
	Total	286	100.0	100.0	
Valid Cases	278	Missing Cases	8		

ROTAARP      Individuals' Rank Ordering of the Job Related Activity....  
 Admin Requirements...In Terms of the Amount of Time They Presently  
 Dedicate to that Activity

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Greatest Amount of Time	1.	21	7.3	7.6	7.6
Less Time	2.	99	34.6	35.6	43.2
Less Time	3.	72	25.2	25.9	69.1
Less Time	4.	37	12.9	13.3	82.4
Less Time	5.	21	7.3	7.6	89.9
Less Time	6.	9	3.1	3.2	93.2
Less Time	7.	8	2.8	2.9	96.0
Less Time	8.	7	2.4	2.5	98.6
Less Time	9.	3	1.0	1.1	99.6
Least Amount of Time	10.	1	0.3	0.4	100.0
	0.	<u>8</u>	<u>2.8</u>	<u>Missing</u>	100.0
	Total	286	100.0	100.0	
Valid Cases	278	Missing Cases	8		

ROTATTP      Individuals' Rank Ordering of the Job Related Activity...  
 Tactical Training...In Terms of the Amount of Time They  
 Presently Dedicate to that Activity

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Greatest Amount of Time	1.	11	3.8	4.0	4.0
Less Time	2.	26	9.1	9.4	13.3
Less Time	3.	37	12.9	13.3	26.6
Less Time	4.	42	14.7	15.1	41.7
Less Time	5.	47	16.4	16.9	58.6
Less Time	6.	36	12.6	12.9	71.6
Less Time	7.	25	8.7	9.0	80.6
Less Time	8.	26	9.1	9.4	89.9
Less Time	9.	13	4.5	4.7	94.6
Least Amount of Time	10.	15	5.2	5.4	100.0
	0.	8	2.8	Missing	100.0
	Total	286	100.0	100.0	
Valid Cases	278	Missing Cases	8		

ROTANTTP      Individuals Rank Ordering of the Job Related Activity..  
 Non Tactical Training..In Terms of the Amount of Time  
 They Presently Dedicate to that Activity

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Greatest Amount of Time	1.	3	1.0	1.1	1.1
Less Time	2.	9	3.1	3.2	4.3
Less Time	3.	12	4.2	4.3	8.6
Less Time	4.	27	9.4	9.7	18.3
Less Time	5.	51	17.8	18.3	36.7
Less Time	6.	44	15.4	15.8	52.5
Less Time	7.	47	16.4	16.9	69.4
Less Time	8.	34	11.9	12.2	81.7
Less Time	9.	38	13.3	13.7	95.3
Least Amount of Time	10.	13	4.5	4.7	100.0
	0.	8	2.8	Missing	100.0
	Total	286	100.0	100.0	
Valid Cases	278	Missing Cases	8		

ROTAPEMP      Individuals' Rank Ordering of the Job Related Activity...  
Personnel Management...In Terms of the Amount of Time They  
Presently Dedicate to that Activity

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Greatest Amount of Time	1.	5	1.7	1.8	1.8
Less Time	2.	38	13.3	13.7	15.5
Less Time	3.	41	14.3	14.7	30.2
Less Time	4.	46	16.1	16.5	46.8
Less Time	5.	27	9.4	9.7	56.5
Less Time	6.	27	9.4	9.7	66.2
Less Time	7.	21	7.3	7.6	73.7
Less Time	8.	30	10.5	10.8	84.5
Less Time	9.	26	9.1	9.4	93.9
Least Amount of Time	10.	17	5.9	6.1	100.0
	0.	8	2.8	Missing	100.0
	Total	286	100.0	100.0	
Valid Cases	278	Missing Cases	8		



ROTAPRMP      Individuals' Rank Ordering of the Job Related Activity...  
 Program Management...In Terms of the Amount of Time They  
 Presently Dedicate to that Activity

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Greatest Amount of Time	1.	1	0.3	0.4	0.4
Less Time	2.	3	1.0	1.1	1.4
Less Time	3.	11	3.8	4.0	5.4
Less Time	4.	22	7.7	7.9	13.3
Less Time	5.	29	10.1	10.4	23.7
Less Time	6.	35	12.2	12.6	36.3
Less Time	7.	37	12.9	13.3	49.6
Less Time	8.	40	14.0	14.4	64.0
Less Time	9.	41	14.3	14.7	78.8
Least Amount of Time	10.	59	20.6	21.2	100.0
	0.	8	2.8	Missing	100.0
	Total	286	100.0	100.0	
Valid Cases	278	Missing Cases	8		

ROTAMMP      Individuals' Rank Ordering of the Job Related Activity...  
 Material Management...In Terms of the Amount of Time They  
 Presently Dedicate to that Activity

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Greatest Amount of Time	1.	1	0.3	0.4	0.4
Less Time	2.	7	2.4	2.5	2.9
Less Time	3.	16	5.6	5.8	8.6
Less Time	4.	21	7.3	7.6	16.2
Less Time	5.	29	10.1	10.4	26.6
Less Time	6.	37	12.9	13.3	39.9
Less Time	7.	40	14.0	14.4	54.3
Less Time	8.	35	12.2	12.6	66.9
Less Time	9.	61	21.3	21.9	88.8
Least Amount of Time	10.	31	10.8	11.2	100.0
	0.	8	2.8	Missing	100.0
	Total	286	100.0	100.0	
Valid Cases	278	Missing Cases	8		

ROTAWP      Individuals' Rank Ordering of the Job Related Activity...  
 Watchstanding...In Terms of the Amount of Time They Presently  
 Dedicate to that Activity

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Greatest Amount of Time	1.	14	4.9	5.0	5.0
Less Time	2.	10	3.5	3.6	8.6
Less Time	3.	13	4.5	4.7	13.3
Less Time	4.	22	7.7	7.9	21.2
Less Time	5.	22	7.7	7.9	29.1
Less Time	6.	26	9.1	9.4	38.5
Less Time	7.	24	8.4	8.6	47.1
Less Time	8.	26	9.1	9.4	56.5
Less Time	9.	34	11.9	12.2	68.7
Least Amount of Time	10.	87	30.4	31.3	100.0
	0.	8	2.8	Missing	100.0
	Total	286	100.0	100.0	
Valid Cases	278	Missing Cases	8		

ROTAPPQP      Individuals' Rank Ordering of the Job Related Activity..  
 Personnel Professional Qualifications, In Terms of the Amount  
 of Time They Presently Dedicated to that Activity

QUESTION 165

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Greatest Amount of Time	1.	2	0.7	0.7	0.7
Less Time	2.	8	2.8	2.9	3.6
Less Time	3.	11	3.8	4.0	7.6
Less Time	4.	17	5.9	6.1	13.7
Less Time	5.	21	7.3	7.6	21.2
Less Time	6.	35	12.2	12.6	33.8
Less Time	7.	53	18.5	19.1	52.9
Less Time	8.	52	18.2	18.7	71.6
Less Time	9.	41	14.3	14.7	86.3
Least Amount of Time	10.	38	13.3	13.7	100.0
	0.	<u>8</u>	<u>2.8</u>	<u>Missing</u>	100.0
	Total	286	100.0	100.0	
Valid Cases	278	Missing Cases	8		

APROTA      In Terms of Satisfying Command Mission Requirements  
 Individuals' Perception as to the Appropriateness of  
 the Time Distribution Previously Described in Questions 156-165

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
To a Great Extent	A	35	12.2	12.8	12.8
Mid Scale	B	84	29.4	30.7	43.4
To a Moderate Extent	C	91	31.8	33.2	76.6
Mid Scale	D	55	19.2	20.1	96.7
To No Extent	E	9	3.1	3.3	100.0
	&	<u>12</u>	<u>4.2</u>	<u>Missing</u>	100.0
	Total	286	100.0	100.0	
Valid Cases	274	Missing Cases	12		

Individuals' Rank Ordering of the Job Related Activity....  
 Primary Billet....In Terms of the Amount of Time They  
 Perceive They Should Dedicate to that Activity

ROTAPBD

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Greatest Amount of Time	1.	209	73.1	74.1	74.1
Less Time	2.	27	9.4	9.6	83.7
Less Time	3.	28	9.8	9.9	93.6
Less Time	4.	10	3.5	3.5	97.2
Less Time	5.	2	0.7	0.7	97.9
Less Time	6.	1	0.3	0.4	98.2
Less Time	7.	2	0.7	0.7	98.9
Less Time	9.	2	0.7	0.7	99.6
Least Amount of Time	10.	1	0.3	0.4	100.0
	0.	4	1.4	Missing	100.0
	Total	286	100.0	100.0	
Valid Cases	282	Missing Cases	4		



ROTACDD      Individuals' Rank Ordering of the Job Related Activity...  
 Collateral Duties...In Terms of the Amount of Time They  
 Perceive They Should Dedicate to that Activity

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Greatest Amount of Time	1.	1	0.3	0.4	0.4
Less Time	2.	44	15.4	15.6	16.0
Less Time	3.	28	9.8	9.9	25.9
Less Time	4.	35	12.2	12.4	38.3
Less Time	5.	30	10.5	10.6	48.9
Less Time	6.	31	10.8	11.0	59.9
Less Time	7.	18	6.3	6.4	66.3
Less Time	8.	43	15.0	15.2	81.6
Less Time	9.	25	8.7	8.9	90.4
Least Amount of Time	10.	27	9.4	9.6	100.0
	0.	<u>4</u>	<u>1.4</u>	<u>Missing</u>	100.0
	Total	286	100.0	100.0	

Valid Cases      282      Missing Cases      4

ROTAARD      Individuals' Rank Ordering of the Job Related Activity...  
 Admin Requirements...In Terms of the Amount of Time They  
 Perceive They Should Dedicate to that Activity

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Greatest Amount of Time	1.	4	1.4	1.4	1.4
Less Time	2.	32	11.2	11.3	12.8
Less Time	3.	31	10.8	11.0	23.8
Less Time	4.	37	12.9	13.1	36.9
Less Time	5.	48	16.8	17.0	53.9
Less Time	6.	40	14.0	14.2	68.1
Less Time	7.	40	14.0	14.2	82.3
Less Time	8.	16	5.6	5.7	87.9
Less Time	9.	19	6.6	6.7	94.7
Least Amount of Time	10.	15	5.2	5.3	100.0
	0.	4	1.4	Missing	100.0
	Total	286	100.0	100.0	
Valid Cases	282	Missing Cases	4		

ROTATTD      Individuals' Rank Ordering of the Job Related Activity...  
 Tactical Training...In Terms of the Amount of Time They  
 Perceive They Should Dedicate to that Activity

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Greatest Amount of Time	1.	50	17.5	17.7	17.7
Less Time	2.	94	32.9	33.3	51.1
Less Time	3.	53	18.5	18.8	69.9
Less Time	4.	29	10.1	10.3	80.1
Less Time	5.	24	8.4	8.5	88.7
Less Time	6.	8	2.8	2.8	91.5
Less Time	7.	7	2.4	2.5	94.0
Less Time	8.	8	2.8	2.8	96.8
Less Time	9.	3	1.0	1.1	97.9
Least Amount of Time	10.	6	2.1	2.1	100.0
	0.	4	1.4	Missing	100.0
	Total	286	100.0	100.0	
Valid Cases	282	Missing Cases	4		

Individuals' Rank Ordering of the Job Related Activity...  
 Non Tactical Training...In Terms of the Amount of Time They  
 Perceive They Should Dedicate to that Activity

ROTANTTD

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Greatest Amount of Time	1.	1	0.3	0.4	0.4
Less Time	2.	23	8.0	8.2	8.5
Less Time	3.	32	11.2	11.3	19.9
Less Time	4.	54	18.9	19.1	39.0
Less Time	5.	39	13.6	13.8	52.8
Less Time	6.	34	11.9	12.1	64.9
Less Time	7.	34	11.9	12.1	77.0
Less Time	8.	31	10.8	11.0	87.9
Less Time	9.	27	9.4	9.6	97.5
Least Amount of Time	10.	7	2.4	2.5	100.0
	0.	4	1.4	Missing	100.0
	Total	286	100.0	100.0	
Valid Cases	282	Missing Cases	4		

ROTAPEMD Individuals' Rank Ordering of the Job Related Activity...  
Personnel Management...In Terms of the Amount of Time They  
Perceive They Should Dedicate to that Activity

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Less Time	2.	23	8.0	8.2	8.2
Less Time	3.	32	11.2	11.3	19.5
Less Time	4.	28	9.8	9.9	29.4
Less Time	5.	38	13.3	13.5	42.9
Less Time	6.	47	16.4	16.7	59.6
Less Time	7.	33	11.5	11.7	71.3
Less Time	8.	36	12.6	12.8	84.0
Less Time	9.	32	11.2	11.3	95.4
Least Amount of Time	10.	13	4.5	4.6	100.0
	0.	4	1.4	Missing	100.0
	Total	286	100.0	100.0	
Valid Cases	282	Missing Cases	4		

ROTAPRMD      Individuals' Rank Ordering of the Job Related Activity...  
                  Program Management...In Terms of the Amount of Time They  
                  Perceive They Should Dedicate to that Activity

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Greatest Amount of Time	1.	1	0.3	0.4	0.4
Less Time	2.	2	0.7	0.7	1.1
Less Time	3.	5	1.7	1.8	2.8
Less Time	4.	8	2.8	2.8	5.7
Less Time	5.	17	5.9	6.0	11.7
Less Time	6.	24	8.4	8.5	20.2
Less Time	7.	44	15.4	15.6	35.8
Less Time	8.	50	17.5	17.7	53.5
Less Time	9.	69	24.1	24.5	78.0
Least Amount of Time	10.	62	21.7	22.0	100.0
	0.	<u>4</u>	<u>1.4</u>	<u>Missing</u>	100.0
	Total	286	100.0	100.0	
Valid Cases	282	Missing Cases	4		



Individuals' Rank Ordering of the Job Related Activity...  
Material Management...In Terms of the Amount of Time They  
Perceive They Should Dedicate to that Activity

ROTAMMD

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Greatest Amount of Time	1.	2	0.7	0.7	0.7
Less Time	2.	9	3.1	3.2	3.9
Less Time	3.	18	6.3	6.4	10.3
Less Time	4.	33	11.5	11.7	22.0
Less Time	5.	29	10.1	10.3	32.3
Less Time	6.	32	11.2	11.3	43.6
Less Time	7.	36	12.6	12.8	56.4
Less Time	8.	50	17.5	17.7	74.1
Less Time	9.	37	12.9	13.1	87.2
Least Amount of Time	10.	36	12.6	12.8	100.0
	0.	<u>4</u>	<u>1.4</u>	<u>Missing</u>	100.0
	Total	286	100.0	100.0	
Valid Cases	282	Missing Cases	4		

ROTAWD      Individuals' Rank Ordering of the Job Related Activity...  
 Watchstanding...In Terms of the Amount of Time They  
 Perceive They Should Dedicate to that Activity

	Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Greatest Amount of Time		1.	6	2.1	2.1	2.1
Less Time		2.	10	3.5	3.5	5.7
Less Time		3.	11	3.8	3.9	9.6
Less Time		4.	12	4.2	4.3	13.8
Less Time		5.	15	5.2	5.3	19.1
Less Time		6.	32	11.2	11.3	30.5
Less Time		7.	26	9.1	9.2	39.7
Less Time		8.	28	9.8	9.9	49.6
Less Time		9.	47	16.4	16.7	66.3
Least Amount of Time		10.	95	33.2	33.7	100.0
		0.	<u>4</u>	<u>1.4</u>	<u>Missing</u>	100.0
		Total	286	100.0	100.0	
Valid Cases	282	Missing Cases	4			

Individuals' Rank Ordering of the Job Related Activity..Personnel Professional Qualifications, In Terms of the Amount of Time They Presently Dedicated to that Activity					
Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Greatest Amount of Time	1.	8	2.8	2.8	2.8
Less Time	2.	18	6.3	6.4	9.2
Less Time	3.	44	15.4	15.6	24.8
Less Time	4.	36	12.6	12.8	37.6
Less Time	5.	40	14.0	14.2	51.8
Less Time	6.	33	11.5	11.7	63.5
Less Time	7.	42	14.7	14.9	78.4
Less Time	8.	20	7.0	7.1	85.5
Less Time	9.	21	7.3	7.4	92.9
Least Amount of Time	10.	20	7.0	7.1	100.0
	0.	4	1.4	Missing	100.0
	Total	286	100.0	100.0	
Valid Cases	282	Missing Cases	4		

TPDIHNO      Number of Hours an Individual Dedicates Per Day on the Activity Ranked  
Number One in Questions Number 156-165

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Less Than 30 Minutes	A	4	1.4	1.4	1.4
> Than or Equal to 30 Minutes < than 1 Hour	B	10	3.5	3.5	4.9
> Than or Equal to 1 Hour < Than 2 Hours	C	19	6.6	6.7	11.7
> Than or Equal to 2 Hours < Than 3 Hours	D	21	7.3	7.4	19.1
> Than or Equal to 3 Hours < Than 4 Hours	E	21	7.3	7.4	26.5
> Than or Equal to 4 Hours < Than 5 Hours	F	36	12.6	12.7	39.2
> Than or Equal to 5 Hours < Than 6 Hours	G	35	12.2	12.4	51.6
> Than or Equal to 6 Hours < Than 7 Hours	H	42	14.7	14.8	66.4
> Than or Equal to 7 Hours < Than 8 Hours	I	17	5.9	6.0	72.4

TPDIHNO Continued

QUESTION 177 CONTINUED

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
> Than or Equal to 8 Hours < Than 9 Hours	J	20	7.0	7.1	79.5
> Than or Equal to 9 Hours < Than 10 Hours	K	10	3.5	3.5	83.0
> Than or Equal to 10 Hours < Than 11 Hours	L	23	8.0	8.1	91.2
> Than or Equal to 11 Hours < Than 12 Hours	M	6	2.1	2.1	93.3
> Than or Equal to 12 Hours < Than 13 Hours	N	9	3.1	3.2	96.5
> Than or Equal to 13 Hours < Than 14 Hours	O	1	0.3	0.4	96.8
> Than or Equal to 14 Hours	P	9	3.1	3.2	100.0
	&	<u>3</u>	<u>1.0</u>	<u>Missing</u>	<u>100.0</u>
	Total	286	100.0	100.0	
Valid Cases	283	Missing Cases	3		

TPDIHNT      Number of Hours an Individual Dedicates Per Day on the  
Activity Ranked Number Two in Questions Number 156-165

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Less Than 30 Minutes	A	26	9.1	9.1	9.1
> Than or Equal to 30 Minutes < Than 1 Hour	B	15	5.2	5.3	14.4
> Than or Equal to 1 Hour < Than 2 Hours	C	65	22.7	22.8	37.2
> Than or Equal to 2 Hours < Than 3 Hours	D	57	19.9	20.0	57.2
> Than or Equal to 3 Hours < Than 4 Hours	E	52	18.2	18.2	75.4
> Than or Equal to 4 Hours < Than 5 Hours	F	32	11.2	11.2	86.7
> Than or Equal to 5 Hours < Than 6 Hours	G	14	4.9	4.9	91.6
> Than or Equal to 6 Hours < Than 7 Hours	H	9	3.1	3.2	94.7
> Than or Equal to 7 Hours < Than 8 Hours	I	1	0.3	0.4	95.1
> Than or Equal to 8 Hours < Than 9 Hours	J	7	2.4	2.5	97.5



TPDIHNT Continued

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
> Than or Equal to 9 Hours < Than 10 Hours	K	1	0.3	0.4	97.9
> Than or Equal to 10 Hours < Than 11 Hours	L	2	0.7	0.7	98.6
> Than or Equal to 12 Hours < Than 13 Hours	N	2	0.7	0.7	99.3
> Than or Equal to 14 Hours	P	2	0.7	0.7	100.0
	&	<u>1</u>	<u>0.3</u>	<u>Missing</u>	100.0
	Total	286	100.0	100.0	
Valid Cases	285	Missing Cases	1		

IPOBOW      Extent of Individuals' Perception as to Being Overworked

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
To a Great Extent	A	62	21.7	21.7	21.7
Mid.....Scale	B	69	24.1	24.1	45.8
To a Moderate Extent	C	85	29.7	29.7	75.5
Mid.....Scale	D	46	16.1	16.1	91.6
To No Extent	E	<u>24</u>	<u>8.4</u>	<u>8.4</u>	100.0
	Total	286	100.0	100.0	
Valid Cases	286	Missing Cases	0		

IPOPCACG      Extent of Individuals' Perception as to Their Overall Productivity  
Contributing to the Achievement of Command Goals

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
To a Great Extent	A	137	47.9	47.9	47.9
Mid.....Scale	B	95	33.2	33.2	81.1
To a Moderate Extent	C	38	13.3	13.3	94.4
Mid.....Scale	D	15	5.2	5.2	99.7
To No Extent	E	1	0.3	0.3	100.0
Valid Cases	Total	286	100.0	100.0	
	Missing Cases	0			

IPSTADTC      Extent of Individuals' Perception as to the Availability of  
Sufficient Time to Develop Individual Tactical Competency

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
To a Great Extent	A	5	1.7	1.7	1.7
Mid.....Scale	B	31	10.8	10.8	12.6
To a Moderate Extent	C	72	25.2	25.2	37.8
Mid.....Scale	D	134	46.9	46.9	84.6
To No Extent	E	44	15.4	15.4	100.0
	Total	286	100.0	100.0	
Valid Cases	286	Missing Cases	0		

IPCEDTC      Extent of Individuals' Perception as to Whether the Command in Which Assigned Encourages Individual Development of Tactical Concepts

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
To a Great Extent	A	50	17.5	17.5	17.5
Mid.....Scale	B	46	16.1	16.1	33.6
To a Moderate Extent	C	84	29.4	29.4	62.9
Mid.....Scale	D	71	24.8	24.8	87.8
To No Extent	E	35	12.2	12.2	100.0
	Total	286	100.0	100.0	
Valid Cases	286	Missing Cases	0		

IPCGPDTC      Extent of Individuals' Perception as to Whether the Command in Which Assigned Gives Priority to the Development of Tactical Concepts

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
To a Great Extent	A	14	4.9	4.9	4.9
Mid.....Scale	B	51	17.8	17.8	22.7
To a Moderate Extent	C	98	34.3	34.3	57.0
Mid.....Scale	D	81	28.3	28.3	85.3
To No Extent	E	42	14.7	14.7	100.0
	Total	286	100.0	100.0	
Valid Cases	286	Missing Cases	0		



IPNGPDTC      Extent of Individuals' Perception as to Whether the Navy  
Gives Priority to the Developing of Tactical Concepts

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
To a Great Extent	A	9	3.1	3.1	3.1
Mid.....Scale	B	34	11.9	11.9	15.0
To a Moderate Extent	C	105	36.7	36.7	51.7
Mid.....Scale	D	121	42.3	42.3	94.1
To No Extent	E	<u>17</u>	<u>5.9</u>	<u>5.9</u>	100.0
	Total	286	100.0	100.0	
Valid Cases	286	Missing Cases	0		

NBGTEADO      Extent of Individuals' Perception as to Whether Navy  
 Battle Groups are Being Tactically Effective in Accomplishing  
 Operational Objectives

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
To a Great Extent	A	9	3.1	3.2	3.2
Mid.....Scale	B	58	20.3	20.6	23.8
To a Moderate Extent	C	132	46.2	47.0	70.8
Mid.....Scale	D	67	23.4	23.8	94.7
To No Extent	E	1	0.3	0.4	95.0
Not Applicable	F	14	4.9	5.0	100.0
	&	5	1.7	Missing	100.0
	Total	286	100.0	100.0	
Valid Cases	281	Missing Cases	5		

IPBGPCOR      Extent of Individuals' Perception as to the Performance  
of Navy Battle Groups in the Tactically Related Characteristic  
of Internal Organic Coordination

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted		Cumulative	
				Frequency	Percent	Frequency	Percent
Strong	A	5	1.7	1.8	1.8	1.8	1.8
Mid.....Scale	B	41	14.3	14.4	14.4	16.2	16.2
Sufficient	C	97	33.9	34.2	34.2	50.4	50.4
Mid.....Scale	D	84	29.4	29.6	29.6	79.9	79.9
Weak	E	37	12.9	13.0	13.0	93.0	93.0
Not Applicable	F	20	7.0	7.0	7.0	100.0	100.0
	&	<u>2</u>	<u>0.7</u>	Missing	Missing	100.0	100.0
	Total	286	100.0	100.0	100.0		
Valid Cases	284	Missing Cases	2				

IPBGTP      Extent of Individuals' Perception as to the Performance  
of Navy Battle Groups in the Tactically Related Characteristic  
of Tactical Planning

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted		Cumulative Frequency Percent
				Frequency	Percent	
Strong	A	6	2.1	2.1		2.1
Mid.....Scale	B	59	20.6	20.8		23.0
Sufficient	C	121	42.3	42.8		65.7
Mid.....Scale	D	64	22.4	22.6		88.3
Weak	E	13	4.5	4.6		92.9
Not Applicable	F	20	7.0	7.1		100.0
	&	<u>3</u>	<u>1.0</u>	<u>Missing</u>		100.0
	Total	286	100.0	100.0		
Valid Cases	283	Missing Cases	3			

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IPBGGPEX      Extent of Individuals' Perception as to the Performance of  
 Navy Battle Groups in the Tactically Related Characteristic of  
 Execution

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Strong	A	9	3.1	3.2	3.2
Mid.....Scale	B	61	21.3	21.5	24.6
Sufficient	C	108	37.8	38.0	62.7
Mid.....Scale	D	69	24.1	24.3	87.0
Weak	E	17	5.9	6.0	93.0
Not Applicable	F	20	7.0	7.0	100.0
	&	<u>2</u>	<u>0.7</u>	<u>Missing</u>	100.0
	Total	286	100.0	100.0	
Valid Cases	284	Missing Cases	2		



IPBGPCNO      Extent of Individuals' Perception as to the Performance of Navy  
 Battle Groups in the Tactically Related Characteristic of External  
 Non Organic Coordination

Category Label	Code	Absolute Frequency	Relative Frequency		Adjusted Frequency		Cumulative Frequency	
			Percent	Percent	Percent	Percent	Percent	Percent
Strong	A	7	2.4		2.5		2.5	
Mid.....Scale	B	31	10.8		10.9		13.4	
Sufficient	C	83	29.0		29.2		42.6	
Mid.....Scale	D	97	33.9		34.2		76.8	
Weak	E	48	16.8		16.9		93.7	
Not Applicable	F	18	6.3		6.3		100.0	
	&	<u>2</u>	<u>0.7</u>		<u>Missing</u>		<u>100.0</u>	
	Total	286	100.0		100.0			
Valid Cases	284	Missing Cases	2					

IPBGPFE      Extent of Individuals' Perception as to the Performance of Navy  
Battle Groups in the Tactically Related Characteristic of Feedback

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted		Cumulative Frequency Percent
				Frequency	Percent	
Strong	A	3	1.0	1.1	1.1	1.1
Mid.....Scale	B	18	6.3	6.4	6.4	7.4
Sufficient	C	77	26.9	27.2	27.2	34.6
Mid.....Scale	D	94	32.9	33.2	33.2	67.8
Weak	E	75	26.2	26.5	26.5	94.3
Not Applicable	F	16	5.6	5.7	5.7	100.0
	&	<u>3</u>	<u>1.0</u>	<u>Missing</u>	<u>Missing</u>	<u>100.0</u>
	Total	286	100.0	100.0	100.0	
Valid Cases	283	Missing Cases	3			

IPBGPTEA      Extent of Individuals' Perception as to the Performance of  
 Navy Battle Groups in the Tactically Related Characteristic of  
 Tactical Employment of Assets

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Strong	A	5	1.7	1.8	1.8
Mid.....Scale	B	51	17.8	18.1	19.9
Sufficient	C	109	38.1	38.7	58.5
Mid.....Scale	D	87	30.4	30.9	89.4
Weak	E	15	5.2	5.3	94.7
Not Applicable	F	15	5.2	5.3	100.0
	&	<u>4</u>	<u>1.4</u>	<u>Missing</u>	100.0
	Total	286	100.0	100.0	
Valid Cases	282	Missing Cases	4		

IPBGPORG      Extent of Individuals' Perception as to the Performance  
of Navy Battle Groups in the Tactically Related Characteristic  
of Organization

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
Strong	A	3	1.0	1.1	1.1
Mid.....Scale	B	41	14.3	14.5	15.5
Sufficient	C	79	27.6	27.9	43.5
Mid.....Scale	D	96	33.6	33.9	77.4
Weak	E	49	17.1	17.3	94.7
Not Applicable	F	15	5.2	5.3	100.0
	&	<u>3</u>	<u>1.0</u>	<u>Missing</u>	<u>100.0</u>
	Total	286	100.0	100.0	
Valid Cases	283	Missing Cases	3		

# QUESTION 193

IPNWPDTC      Extent of Individuals' Perception as to  
Whether There Should be a Navy Wide Program  
to Develop Naval Officers Tactical Competency

<u>Category Label</u>	<u>Code</u>	<u>Absolute Frequency</u>	<u>Relative Frequency Percent</u>	<u>Adjusted Frequency Percent</u>	<u>Cumulative Frequency Percent</u>
No	N	50	17.5	18.2	18.2
Yes	Y	224	78.3	81.8	100.0
	&	<u>12</u>	<u>4.2</u>	Missing	100.0
	Total	286	100.0	100.0	
Valid Cases	274	Missing Cases	12		

ISOOPPE Surface Warfare Officer and Submarine Warfare Officers Extent of Perception as to the Support for the Navy's Implementing a Program as in to the..OPPE..ORSE..But Designed to Focus on Combat Systems

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
To a Great Extent	A	1	0.3	0.5	0.5
Mid.....Scale	B	3	1.0	1.4	1.9
To a Moderate Extent	C	9	3.1	4.3	6.2
Mid.....Scale	D	2	0.7	0.9	7.1
Not Applicable	F	196	68.5	92.9	100.0
	&	<u>75</u>	<u>26.2</u>	<u>Missing</u>	
Valid Cases	211	Total	286	100.0	
Missing Cases	75			100.0	



# QUESTION 195

IOTYBGC      Number of Individuals Who Have Operated as a  
Member of a Battle Group Within the Past Two  
Years that had had Tactical Warfare Area  
Committees

<u>Category Label</u>	<u>Code</u>	<u>Absolute Frequency</u>	<u>Relative Frequency Percent</u>	<u>Adjusted Frequency Percent</u>	<u>Cumulative Frequency Percent</u>
Not Appli- cable	A	114	39.9	44.5	44.5
No	N	58	20.3	22.7	67.2
Yes	Y	84	29.4	32.8	100.0
	&	<u>30</u>	<u>10.5</u>	<u>Missing</u>	100.0
	Total	286	100.0	100.0	
Valid Cases	256		Missing Cases	30	

EIPBGWCC      Extent of Individuals' Perception as to the Contribution to  
Tactical Effectiveness of Battle Groups Tactical Warfare  
Area Committee Previously Recognized in Question 195

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
To a Great Extent	A	6	2.1	2.7	2.7
Mid.....Scale	B	20	7.0	8.8	11.5
To a Moderate Extent	C	50	17.5	22.1	33.6
Mid.....Scale	D	7	2.4	3.1	36.7
To No Extent	E	1	0.3	0.4	37.2
Not Applicable	F	142	49.7	62.8	100.0
	&	<u>60</u>	<u>21.0</u>	<u>Missing</u>	100.0
	Total	286	100.0	100.0	
Valid Cases	226	Missing Cases	60		

CXODHSTI      Extent of Perception by Individuals Who Within the Past Two Years were Either a Commanding Officer, Executive Officer, or Operations Department Head Operating Within a Battle Group and Were Solicited Regarding Tactical Issues at the Battle Group Level

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
To a Great Extent	A	7	2.4	2.7	2.7
Mid.....Scale	B	5	1.7	1.9	4.7
To a Moderate Extent	C	15	5.2	5.8	10.5
Mid.....Scale	D	14	4.9	5.4	15.9
To No Extent	E	12	4.2	4.7	20.5
Not Applicable	F	205	71.7	79.5	100.0
	&	<u>28</u>	<u>9.8</u>	<u>Missing</u>	100.0
	Total	286	100.0	100.0	
Valid Cases	258	Missing Cases	28		

COSCCCTDG      Extent of Perception by Individuals Who Within the Past Two Years  
 Who have been in Command of a Fleet Operating Unit as to Whether  
 They had Sufficient Control Over Their Commands Activities to  
 Accomplish the Command's Tactical Development Goals

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
To a Great Extent	A	4	1.4	1.5	1.5
Mid.....Scale	B	7	2.4	2.7	4.2
To a Moderate Extent	C	8	2.8	3.0	7.2
Mid.....Scale	D	12	4.2	4.6	11.8
To No Extent	E	2	0.7	0.8	12.5
Not Applicable	F	230	80.4	87.5	100.0
	&	<u>23</u>	<u>8.0</u>	<u>Missing</u>	<u>100.0</u>
	Total	286	100.0	100.0	
Valid Cases	263	Missing Cases	23		

CISSETDC      Extent of Perception by Individuals Who Within the Past Two Years Who have been in Command of a Fleet Operating Unit as to Whether Their Immediate Supervisor was Supportive of Effort to Tactically Develop Their Command

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
To a Great Extent	A	6	2.1	2.3	2.3
Mid.....Scale	B	10	3.5	3.8	6.1
To a Moderate Extent	C	12	4.2	4.6	10.6
Mid.....Scale	D	5	1.7	1.9	12.5
To No Extent	E	1	0.3	0.4	12.9
Not Applicable	F	229	80.1	87.1	100.0
	&	<u>23</u>	<u>8.0</u>	<u>Missing</u>	100.0
	Total	286	100.0	100.0	
Valid Cases	263	Missing Cases	23		

OJCHCTP      Extent of Individuals' Perception as to Whether Job Changes  
Within a Command Hinder a Command's Tactical Performance

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
To a Great Extent	A	15	5.2	5.3	5.3
Mid.....Scale	B	30	10.5	10.6	15.9
To a Moderate Extent	C	95	33.2	33.6	49.5
Mid.....Scale	D	106	37.1	37.5	86.9
To No Extent	E	37	12.9	13.1	100.0
	&	<u>3</u>	<u>1.0</u>	<u>Missing</u>	100.0
	Total	286	100.0	100.0	
Valid Cases	283	Missing Cases	3		



TCNPCJ      Extent of Individuals' Perception as to Whether Tactical  
Competency is Necessary in the Performance of Their  
Current Job

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
To a Great Extent	A	95	33.2	33.6	33.6
Mid.....Scale	B	68	23.8	24.0	57.6
To a Moderate Extent	C	46	16.1	16.3	73.9
Mid.....Scale	D	37	12.9	13.1	86.9
To No Extent	E	37	12.9	13.1	100.0
	&	<u>3</u>	<u>1.0</u>	<u>Missing</u>	100.0
	Total	286	100.0	100.0	
Valid Cases	283	Missing Cases	3		

TCPAWWY      Extent of Individuals' Perception as to Whether Tactically  
Competent Personnel are being Assigned to Work with Them  
on a Daily Basis

Category Label	Code	Absolute Frequency	Relative Frequency Percent	Adjusted Frequency Percent	Cumulative Frequency Percent
To a Great Extent	A	22	7.7	7.9	7.9
Mid.....Scale	B	92	32.2	32.9	40.7
To a Moderate Extent	C	93	32.5	33.2	73.9
Mid.....Scale	D	38	13.3	13.6	87.5
To No Extent	E	35	12.2	12.5	100.0
	&	<u>6</u>	<u>2.1</u>	<u>Missing</u>	100.0
Valid Cases	Total	286	100.0	100.0	
	Missing Cases	6			

## APPENDIX I

### Relevant Comments Obtained

0-4, Ship, Flight Deck Off

"Most large exercises are too large and too complicated to be understood by the men at the bottom (aircrew, OOD's) in most cases. They gain no experience from them. I perceive the problem to be caused by unit CO's not keeping men informed because they don't have time or are not informed themselves."

0-4, Ship, ASW Module Watch Officer

"Naval officers would have more time to develop their primary warfare skills if the Navy would reduce the massive paperwork/inspection/etc. requirements that consume an inordinate amount of our time. We should be more concerned about developing our operational readiness posture for conducting war and maintaining the peace. At times we lose sight of our real priorities and instead bury and burden ourselves with paperwork."

0-4, Ship, CIC

"My billet is Ass't CIC Off. Homeporting in Alameda isolated us from the rest of the Battle Group units, trainers, symposiums, Air Intercept and Anti-Sub Air Controller proficiency training in port as well as the host of training assets available in San Diego, such as CINTEX, LINKEX, Silver Box, 'Mobile' training teams which aren't.

"Navy wide, tactics don't seem to receive the emphasis I feel they must receive. Without doubt personnel must be led, material and programs managed, but I perceive that just about everything in the Navy supercedes tactics in importance.

"I've achieved a very high level of tactical expertise through a heap of self study - little to no positive encouragement from CO/XO level. Standing port and starboard watches as Tactical Action Off underway on a CV leaves precious little time to simply sit and think/study the mass of instructions, OPGENS, OPORDS, TACMENDS, and PUBS available.

0-4, Ship, ASST Air OPS/Training Officer

"The tactical competency of the average naval officer is appalling. Due to the extreme administrative workload, officers are not allowed time to actively seek tactical knowledge, nor are they encouraged to pursue an active tactical training program. Until the Navy reduces the administrative burden, and stresses tactical expertise vice managerial skills as the primary driving force for promotion and preferential orders, the Navy will continue to lag behind our allies in tactical competence. We may have the best equipment, technical knowledge, and weaponry, but we have the worst tactical minds."

0-3, Ship, Nuclear Weapons Technical Supervisor/Nuclear Safety Officer

"It is my opinion that a large amount of an officer's time is spent administrating and reacting to commitments levied by higher authority or by visitors and not nearly enough to dedicated tactical study. The need to brush up in your warfare area is ever present, but takes a low priority in many non-tactical billets aboard a CV."

0-3, Air Squadron, E-2B Mission Commander, Aircraft Div'0'

"The left hand doesn't know what the right is doing. I have yet to see a well executed, coordinated two-carrier Battle Group OPS. Exercises become abortions because a lot of the info needed by the actual players is not filtered down."

0-5, Ship, CIC

"Tactical decision making should be an integral part of all J.O. training - as much time should be spent teaching tactical decision making or support training (threat/multi threat other warfare specialties) as is spent on NATOPS. The school cannot do it all but can formally bring together the varied training when persons are headed to billets where TAO's are required or anticipated."

0-4, Staff

"As a member of a CARGRU staff, I saw/see a big problem with turnover, enroute tvg. I had schools cancelled due to gap in billet - can't make up!! (Especially TAO course(s).) The exposure is excellent and educational but today's CARGRU staff works 4 EXERCISES at a time...with no time for lessons learned, philosophy development, etc."

"Tactical Competency can be attained via the stick and carrot. Give positive encouragement and emphasis to it plus the training opportunities and develop some promotion/FITREP criteria for evaluating the individual by warfare specialty & billet. It's a sad commentary on the state of the Navy's readiness to fight its weapons effectively when a FITREP places equal emphasis on Professional Watchstanding and Social Ability. Both are necessary in varying degree, but which is more important in a Warning Red Weapons Free environment?"

#### 0-5, Air Squadron, Commanding Officer

"Primary hindrances to tactical training are higher authority requirements, both administrative and 'operationally' tasked, which interfere with or make it impossible to coordinate specific type training. Secondary hindrances are lack of funds (OPTAR, TEMADD) and support assets (adversaries, ordinance, support equipment, ranges) to allow even minimum training requirements to be met. Oftentimes fleet, Battle Group, or air wing tactical exercises occur before component unit training has progressed to a satisfactory level. On an individual level, primary billet and collateral duties comprise the most significant amount of time required daily by aviation squadron officers and detract to a great extent the ability of a squadron to achieve and sustain a truly effective tactical readiness posture. The Navy insists on 'well-rounded' officers, which is not another way of saying 'tactically proficient'."

#### 0-4, Air Squadron, Safety Officer

"I have not flown in 2 weeks because the squadron is out of OPTAR (no money for gas). Out of the 12 weeks in this quarter I will have spent 8 weeks not flying (ASO school 6 wks, 2 wks no gas). How in the hell do you expect me to be tactically competent as a fighter pilot to defend the Battle Group if I can't even fly? All the trainers and studying in the world cannot compare with actual flight experience. I'm surprised you didn't address crisis management in your survey. How can you put together a training plan to make you 'tactically competent' if you are always jumping through the hoop and reacting to superior's decisions. We go on REFTRA in 3 wks and have no idea what we're going to be doing yet. Beside the fact that constant change and crisis management are extremely detrimental to the morale of everyone involved (including families), the training that is accomplished is helter skelter and not well thought-out. As long as I've been in the Navy I have never understood (and probably never will) why the senior officers and their staffs don't spend more time planning (or at least let us know what is going on) and give us a chance to do our job and less time with 'regret short fuse'."



0-4, Air Squadron, Light Attack (VA) Maintenance Officer

"Typically, my D.H. peers and I spend a vast amount of time reacting vice acting on administrative matters. We seem to spend alot of time drafting answers/researching queries from 'higher authority' who appear to be information gathering just to justify jobs. The Human Resource goals are certainly important, so I am not including those as a part of my above comments.

"Additionally, the more senior one gets (at least in this community) the more assumptions are made that you are current/competent in all tactical areas--therefore, most hard and intense training is directed toward the JOs.

"Bottom line--we need realistic training and we need inter-community training. We tend to be parochial to a fault--at least in TACAIR!

"One final shot--we have lost all enlisted schools for maintenance training this FY due to no money. We cancelled our weapons deployment (2 weeks) due to money."

0-3, Air Squadron, Pilot NATOPS

"We seem to spend a lot of time getting the reports out and if a tac lecture is going down, our C.O. would rather have the report finished up. Seems to me the Navy is emphasizing looking good (Admin & Quals) rather than being good (knowning what to do and how to lead).

"Fortunately we have enough sharp individuals to be fairly competent - I would favor FITREP blocks for tactical ability - not tactical knowledge, Emphasis on DOING."

0-4, Staff, Chief Staff Officer

"1. Security Restrictions - Nonavailability of critical information to those who need it due to excessive security precautions, such as sensitive information being withheld from squadron personnel due to lack of SBI billets in squadrons - and no attempt to sanitize the needed info to enable downgrading to Secret or TS.

"2. Too much paperwork.

"3. Tours too short - 4 to 5 year tours would greatly enhance expertise in billet (although overall development would suffer)."



"The need for tactical competency is almost indescribable--developing today's good JO's for Battle Group Command is an extensive problem and project!!"

0-4, Staff, Electronic Warfare Officer

"Tactical competency expected in current billet not provided by previous operational experience and shortage of money plus long gap in billet precluded formal training. All tactical competency achieved by paperwork review behind desk."

0-5, Ship, Strike Operations Officer

"There is not enough emphasis on tactical competency within the navy in general. The chain of command is inundated with other priorities. When tactical exercises are scheduled they are not presented in a way that solicits involvement and then there is no meaningful feedback post exercise."

"There is obviously no easy solution to this problem. Priority Shift would help but the other requirements are not going to go away. On the subject of tactical competency and professional development we might best look to the Air Force. They don't seem to bite off more than they can chew. Therefore, they can concentrate on specific tactical requirements"

"We are trying to do too much and not acknowledging people for the right things."

0-4, Ship, Air Officer

"In my present job as Air Officer on an LPD my opportunities to train in my warfare specialty of ASCO are very limited. The tactical employment of an LPD is very limited so the tactical knowledge required on this class ship is limited."

0-4, Air Squadron, Weapons/Pilot Training

"Required reports (General Administrative Paperwork) take the majority of my time."

0-4, Air Squadron, Division Officer

"I would like to see more time spent on tactics and training. I.E. more flight/simulator time. Less time spent on administrative B.S."

#### 0-4, Air Squadron, HSL Detachment 0 in C

"So far (5 months of a 6½ month deployment) the ship and lamps detachment have been afforded exactly zero ASW time, either scheduled exercise or actual. My officers will be at their lowest tactical competency during the deployment when they should be their sharpest. No one uses their assets correctly!"

#### 0-4, Ship, Hangar Deck Officer

"As Hangar Deck Officer I don't get much chance to use my expertise as a VP PPC and mission commander. 75% of my tour is finished and the ship is just coming out of the yards so I haven't seen much tactically; nor has a training syllabus come about to even discuss our mission. By the time my ship gets ready for deployment I'll be back in a VP squadron where I am sure tactical training is alive and well. Your hints at computer aided tactical problems/scenarios has broad and very valuable possibilities. Computer generated wargames can be made frighteningly real without the loss of life and limb that comes with the real thing. Recently I've seen many junior aviators pump quarters into video games by the hour. Perhaps if they had the same sort of 'game' (tactically oriented) in the wardroom they would balk, but I think not. I'm with you; computer assisted tactical training is the way to go. Good luck with your survey."

#### 0-5, Air Squadron, XO

"In a single seat A/C squadron; so much time is required in administrative routine, discipline and various programs management that it precludes time for even the most routine professional reading."

#### 0-3, Air Squadron, QA0, LSO

"When I first opened this I was pleased that someone was actually looking at tactics. I soon found, however, that your definition of tactics is far different from that of any given light attack squadron. While you are interested in the strategic placement of ships, we are interested in the tactical delivery of weapons. All the computers in the world cannot teach DASH-3 in a coordinated pop-up roll-ahead the proper position to be in to make the 7 second window and avoid the frag pattern of a stick of MK 82 snake-eyes."

"The biggest problem I see in tactical training as you define it is lack of feedback to the people actually doing the job instead of to the staffs who don't seem to do anything with it. The people making the decisions on a more local level also need to know the game plan and what works and what does not, if they're to make logical decisions."

0-3, Air Squadron, Flight Officer

"Officers routinely are buried in the everyday operation of a squadron. Leaving little time to study tactics unless preparing for a PPC on Mission Commander Board. Other concentrated times for tactics is prior to ORE, so unless preparing for a board or ORE tactics receives little attention."

0-3, Air Squadron, NSO, AMO, SWO, HRO

"It wouldn't do any good!"

0-4, Air Squadron, Maint Off

"Serious problem exist between air/surface/sub tactical coordination - we had better get one heads out of the sand and talk. Also too much concern about classification (conf/secret etc.). We 'need to know' at the lowest level too often the info flow stops at the staff level."

0-4, Air Squadron, Operations Officer

"Too many operational commitments leaves us in a constant swirl of crisis situations - trng ends up in the back seat...if we are really going to be committed to developing tactical proficiency, we need to back off from some of the commitments we currently maintain."

0-4, Ship, Catapult/Recovery Officer

"What hinders most is disassociated sea assignments. One establishes a tactical competency level while assigned to the squadron and then must survive reassignment away from community/tactical environment for as long as 5-7 years. Is there any reason to expect tactical proficiency!"

0-4, Ship: LPH, Assistant Air/Safety Officer

"In the gator navy, we have a lot of archaic equipment that we spend an inordinate amount of time to keep operational. What little time in port is allowed is jam-packed with this or that inspection or other administrative burden. Often, there is little time for or coincidental availability of appropriate training facilities, tactical or otherwise. The personnel sent here, with some exceptions, are often rejects from other communities, surface and air. Many of these are marginally trainable on the enlisted side, and mostly disinterested on the officer side."



0-4, Ship, Asst Air Officer/Ships Safety Officer/Aviation Safety Off

"Training on this ship is minimal, tactical and otherwise. No real records are kept. No training plans exist (even GMT). GMT is held on TV twice per week but no one watches. TYCOM provided 6% of the TAD funds required to satisfy his training requirements (which pretty well defines where his priorities are). Officers are badly overburdened responding to ridiculous admin requirements from both our chain of command and each other. Morale is low, pride is dwindling."

0-4, Ship, ASW Module Watch Officer

"Although I attended T.A.O. school it was primarily threat capability, not tactics. I view the tactical applications I have seen to date as either mechanically following an established doctrine with no improvisation, or total improvisation with no central goal. Tactical references tend to be poorly organized, poorly written and dated. OPGENS tend to be written in a cook-book fashion and are often appear to be written only for the sake of having something on paper - the guidelines described are ignored. But the biggest problem appears to be tactical training. Tactical training normally consists of proper "admin" procedures to follow rather the application of tactical assets. As a TAD(UI) I am exposed more to who I should call, rather than what I should do under various conditions. Allied publications provide the format for ordering exercises only, and current tactical information is often dispersed through numerous documents - and often these documents are not available/nor known. A quarterly newsletter providing current lessons learned, TACNOTES, TACMENDs by subject matter would be helpful. And a decision by the Navy to use NATO pubs, vice NWP's, exclusively, would generate some consistency. And driving the system to force expeditious updating of tactical pubs would also yield significant benefits."

0-4, Ship, OPS Admin Assit/TAO

"What hinders most is a poorly planned Fleet/Battle Group exercise in which the primary participants are confused as to how the plan is to be executed. The time spent coordinating during the initial stages is detrimental to tactical learning experiences."

0-4, Air Squadron, Admin Officer

"Feedback from fleet exercises is too filtered and 'canned' by the time it gets down to the unit level. It is politically driven (my perception) to the point it appears meaningless. - need more objectivity in scoring exercises if we are going to gain realistic tactical insight from them."

#### 0-4, Staff, Readiness/Training - Asst Air OPS (ASW)

"Speaking for the particular type staff in which I serve, we are inundated with admin requirements by the type commander. This includes requirements to evaluate the effectiveness of management programs (both admin and combat systems/readiness) and make recommendations on the improvement thereof. The type commander provides little assistance (though his staff is eight times our size) but much tasking. In effect, the TYCOM staff does little more than distribute tasking.

"Were the type commander to assist in and/or perform the functions (admin and readiness) which he rightfully should, this staff could devote at least a minimal amount of time to tactical training and development."

#### 0-4, Air Squadron, Personnel/Manpower Management

"I have been trying to relay the effect of the increased administrative burden on warfare officers. Little time is left to develop unit tactics, let alone integrated tactics."

#### 0-5, CV Air Officer

"In general, Air Bosses are not involved in tactical planning on CV's since our jobs are almost totally limited to mechanics of getting aircraft on and off the ship - Probably should receive more training and be more involved - it would help us do better job of supporting tactical decisions. My previous experience in operations billets has helped a lot, but I've received zero exposure in this billet. It is very common for CV's to do things like bunch the lowest priority alert aircraft first because the Air Boss has no info on the tactical situation and no idea of what the aircraft do once they are launched.

"Conversely, staff and CV TAO people usually have no appreciation for the realities of operating a flight deck and frequently demand things which are impossible or, at best, degrade/slow down air operations by trying to do too many things at once."

#### 0-4, Ship, Catapult Officer

"SEA - about 80% of time at sea is devoted directly to launching and recovering A/C. About 19% in personnel admin/training and 1% other. I have zero time to maintain currency in my designated aircraft - just not enough hours in the day.

"PORT - Standing duty once every 4 days gives you a 6 day week in-port after working 18-20 hours a day at sea - two days of which are duty days. Max time spent just processing paperwork for troops inport - about 12 hours a day inport."

0-5, Air Squadron, Safety/NATOPS Dept Head

"I believe in the P-3 community. Too much time is spent studying 'nitpicky' NATOPS when we should be studying tactics."

0-4, Air Squadron, Maintenance Officer

"My warfare specialty is airborne electronic warfare. The greatest problem that we have in this community is lack of feedback. Fighters and attack aircraft have CEP's and PHOTO's for feedback. ECM feedback is extremely limited."

0-5, Air Squadron, Executive Officer

"Tactical competency has always been primarily emphasized by individual squadrons. Neither the ship nor the embarked flag nor the Fleet Commander seem to care about anything except numbers - primarily sortie completion rate. Even CNO has not been able to convince the Congress or SECNAV or SECDEF that tactical competency can be obtained only by continued practice as indicated by the decrease in ship steaming hours and decrease in flight time for squadrons. This, as a result of budget cuts in the O&M,N area in order to buy new weapons systems, is indicative of the decreased emphasis of 'practicing forever'. Even the ship I currently am deployed in has employed such a conservative approach to flying that we cannot fly the hours allotted to us. This approach can only lead to decreased emphasis on tactics, the result being that the pilots and JFO's have to concentrate on being safe and on basic systems knowledge instead of aggressively employing the weapons systems."

"We are basically a paper Navy - primary emphasis has been and continues to be administrative in nature. The only time tactics comes close to being emphasized is during an ORE - from then on out it's sortie completion rate. All fitness reports and selection boards are oriented around administrative and managerial competency. Nobody in 'the Fleet' cares about on station performance."

"This is my reflection after coming from a desk job in Washington back to 'the Fleet'. It has been great to get to flying on and off a carrier again and to be associated with the camaraderie of squadron life, but it has been a great disappointment because of the apparent lack of concern over weapons system performance and tactical coverage at the ship and Flag level."



0-4, Submarine, Training Officer

"Operation override all other requirements in general (any training)."

0-4, Air Squadron, NATOPS Officer

"To my opinion the Navy, in general, too often over-emphasizes the meetings, the administrative side of your work and forgets our real mission!"

0-6, Ship, Air Officer

"Tactical competency can only be determined by appropriate training - i.e. train as you will fight!!! Too much unreal artificialities and 'look good' requirements remain in fleet scenarios. Also...too much 'under orders' remain in the leadership concepts and theory."

0-3, Air Squadron, Legal Admin Assistant

"Too much paper work."

"I am the squadron's PAO, 1st LT, cruise book coordinator, and legal officer. The time I have for studying tactics or my aircraft's systems is minimal after a day full of flying and paperwork."

0-4, Air Squadron, Ass't OPS Officer

"Biggest problem areas:

- overloaded by administrative requirements, paperwork.
- too much to do, not enough time, not enough people to accomplish all requirements.
- lack of suitable training areas, aids and support.
- no feedback/analysis of training exercises to the individual operator.
- unit commanders using out of date tactics because they did it that way when they were an 0-3/0-4."

#### 0-4, Air Squadron

"During a 10 month at home cycle the squadron has 8 major hoops to jump through prior to deployment. This results in a crisis management mentality where tactical training is on an annual basis to meet a specific requirement. There is no identifiable long range training program that integrates all aspects of the VP mission."

#### 0-3, Air Squadron, LSO, NATOPS, Nuclear Safety, Senior Watch Off

"I would like to take the time right now to write about 3 pages on this subject but to sum up my feelings: After all the hot-shot programs from D.C. and congress are administered the bottom line is - there is little time to operate and train tactics. I am writing this in between my 2 & 3 hop of the day during Redex 83 in Puerto Rico OP Area and this exercise is the best thing that has happened in a long time but it is painfully evident to me and other JO's that senior officers (with a few exceptions) know the capability of other than their own community. Also coordination in a totally jam free environment has been terrible - hate to see it when they turn the radios off!!

"We need to get these expensive weapons systems working together instead of buying more complicated systems that confuse the already confused sailor. Command & Control is our weakness. I have also seen valuable training dollars wasted the last few days we flew 2 extra cycles of airplanes from all squadrons last night so we wouldn't have any money left in this quarter. I would have rather used that for low level training, DCM, Bombing - instead we did the same mission we had been training in the last 3 days (SSSC) - of course we didn't have any targets when launched but we didn't turn back any money!"

#### 0-4, Air Squadron, Aviation Maintenance Officer

"Primary shortfall in our community is lack of assets, especially realistic training devices - majority of applicable training is done during actual exercises which are short term and expensive."

#### 0-4, Air Squadron, Command Services Department

"Naval officers routinely work two full time jobs: manager and warfare specialist. Because of time constraints, there is little opportunity for on-job training. The officer must report to the fleet fully trained and ready to go. However, this is never the case. Each officer must sacrifice and find personal time to fully develop himself in the midst of a hectic and demanding environment."

0-3, Air Squadron, Flight Off

"Numerous exercises have been conducted on the Battle Group level but results and feedback never pass below the staff level.

"The VF community has ACMR ranges to enhance their ashore tactical training. The VA community needs a similar way of conducting, analyzing, and reviewing its tactical training."

0-3, Air Squadron, Conventional Weapons Tactics Officer

"Air wing/surface/sub-surface coordination almost always difficult even with detailed plans. We don't understand each others capability/problems/restrictions."

0-3, Air Squadron, Line Division Officer/1st LT

"In many cases we in Aviation do not put as much load on our Chiefs and Senior petty officers. This means Commissioned Officers are continuing to burden themselves with details (to make sure it's done right) at the expense of time spent on tactical training. While Naval Officers are Officers first and Aviators (etc.) second, sometimes the emphasis is too one sided. We need more time to spend mental energy on tactics."

0-3, Ship, Asst CATCC

"Joined the ship in overhaul and will be there for over a year. No tactics involved in stripping decks and bulkheads. Ship's major concern is overhaul at this time. Tactical and other training will recommence when less than 6 months remain in shipyard."

0-4, Air Squadron, Operations Officer

"For the sake of a few lousy TAD bucks we forsake some outstanding schools available to us which would benefit the individual officer and the command as a whole. One hour of flight time would buy me 4 or 5 schools that would vastly improve my tactical knowledge (and hopefully my competence). I would gladly give up that hour of flight time ten times over to get those schools. Moral: Specifically fund TAD for tactical warfare schools even if the money has to come from O & M budgets!!!"

0-4, Air Squadron, Aviation Safety Officer

"I spent six years in non-operational flying billets between my first squadron tour and my second tour. I discovered that most of my previous tactical knowledge was either forgotten or obsolete. If the Navy wants tactically competent pilots, they should keep pilots in cockpits flying tactical missions."

0-3, Air Squadron, Assistant Maint Off, Pers Off, Legal Off, 1st LT, Senior Watch Officer

"In a light attack squadron (single seat aircraft) there are half as many officers to perform the same duties as VF, VAM, etc. We therefore have less time to become tactically proficient. This doesn't necessarily effect Dept. Heads - their jobs are parallel. Junior-first tour officers in A-7 squadrons get so bogged down in Personnel affairs (evals, report chits, boards, etc.) that they sometimes have to cancel flights to get paperwork done! A few CDO/WO's assigned as the Maint Dept Div Officers and a Personnel Off would take a huge strain off this paperwork load."

0-4, Staff, Flag Secretary

"Consider a combination of trainers/simulators. Exercises and exposure to real world threat essential to adequate development of tactical expertise. Each helps minimize the inherent shortcomings of the others."

"While deployed, allocation of time for tactical training is virtually impossible."

0-3, Air Squadron, Pilot/Pers Off

"The biggest problem with tactical study is the time required to accomplish our 'desk' jobs. The paperwork level required by the Navy is overwhelming."

0-3, Air Squadron, Personnel Officer

"In light attack squadrons the workload due to primary and collateral duties and general administrative tasks makes it difficult to dedicate much time to even the most basic tactical training (review of tactical manuals, tactical procedures, etc.). Furthermore, inspections, operational commitments, etc. while the squadron is not deployed severely limits



training opportunities. The result is that squadrons deploy in a barely ready status, much less with fully developed tactical repertoires."

0-3, Air Squadron, PAO, ESO Pilot

"Not nearly enough time is spent being tactical, training for and to the threat. When the balloon goes up, we at the squadron level will be 'winging it' for the first days, weeks, maybe years. (Vietnam?.) In discussions with our Air Force counterparts, it is painfully obvious that we are grossly outclassed in knowledge, though our aerial skills are superior."

0-4, Air Squadron

"OJT can take you just 'so far'."

0-3, Air Squadron, Line Division Officer

"Not nearly enough time spent on training. As a pilot my proficiency has gone down significantly on cruise due to low funding. It remains that your professional skills far outweigh primary job in wartime but the emphasis is on job performance."

0-3, Air Squadron, Aircraft Division Officer

"A vast amount of knowledge must be learned in a short amount of time to fully understand coordinated operations. Job billets do not allow sufficient time for professional development and tactical knowledge without letting ground job 'slide'."

0-4, Ship, Communications Officer

"Tactics is a nebulous area like leadership - it's difficult, if not impossible, to be taught because it's scenario-dependent. There are simply too many variables which can not even be reasonably 'cancelled out' or assumed."

"Increasing emphasis on tactical doctrine via schooling/antiquated systems trainers, (ASW problem is prime example...) or throwing \$ at the problem in anticipation of an immediate solution is useless!"

#### 0-4, Staff, VS/HS Asst OPS Plans

"Exercise Planning: Exercises are too close together to adequately plan for completeness and to discuss tactics.

"Staff allows broadening of ASW skills, learn other platform and their tactics.

"Trainers for BG ASW tactics are too antiquated to be of use except for Basics.

"Ships and squadrons do not have enough time during work-up to get basic quals out of the way. Also, too many admin. inspections take away from devoted time to tactically train."

#### 0-4, Air Squadron, Maintenance Officer (Dept. Head)

"The Battle Group/Ship/Airwing in which my unit is embarked does not distribute 'The Plan' until too late to allow it to be effectively utilized. The impression is that the wheel is forever being reinvented. Aircraft are not gainfully employed and tactical training and development of new plans does not get off of the ground. I am hesitant to condemn the entire training system as a result of that observation, however. On a Navy-wide level a type of self-paced course of instruction and testing is my recommended method of upgrading our level of tactical competency."

#### 0-4, Staff, ASW Operations Officer

"Presently serving on an Air Wing Commander's Staff, I have had an excellent opportunity to view communications flow, command and control, and tactical expertise. I offer a few rambling thoughts and wish I had more time to comment and flash out these thoughts.

- The one problem area that I am convinced has the greatest negative impact on our battle group effectiveness is in the area of communications. Until we devise a Buck Rogers (radically new) method of allowing instant, secure comms between the OTC, his warfare commanders, and their/his subordinate units, we will continue to experience marginal effectiveness in the CWC concept, i.e. the appropriate offensive/defensive effectiveness in meeting the triple threat. Effective communications beget effective coordination and effective coordination begets effective cooperation. It is almost that simple, and yet, also that difficult.

- As far as Tactical Competency of the people I have worked with, I feel the Navy through various means (effective trainers, schools, etc.) is performing a credible job of teaching tactics. Being assigned to an Air Wing Staff I am fairly familiar with the ASWC command and control problems. Having participated and helped plan in real world



and exercise ASW in the I.O. and Med, I strongly feel that AX must be aboard the CV for battle group ASW operations."

0-4, Air Squadron, Safety Dept. Head

"Tactical training requires continual exposure to simulated and real time exercises and valid feedback in a timely manner to correct mistakes and streamline C<sup>3</sup>. Without the feedback the same mistakes recur exercise after exercise."

0-3, Air Squadron, Flight Officer, PPC, PPHC, IP

"Not enough of our normal work schedule is devoted to increase the airworthiness and tactical competence of our pilots and tactical crews. We (and our sister squadrons) are continually under pressure to complete paperwork (sometimes unnecessary and extreme) in order to show that our existence is necessary. Even though the majority of our aircrew personnel (officers and enlisted) came into the Navy to fly, it seems that over 75-90% of our time is being spent on non-flying related tasks."

0-4, Ship, NTDS Officer

"You can teach tactics all day and all night, and as we have seen, and I believe, will see, in times of conflict they will comprise 10% of the actual tactics that are used, and ingenuity will be the basis of the other 90%. When fleet exercises are conducted, there are months and months of preparations for them, and we still see that usually they are still confusing. Tactics are built around such exercises, preplanned, etc. Nothing in war happens as planned. NATO looks good on paper, but when you get NATO units together, the paper won't win the battle. Tactics are important when working with these units because you need a basis, something they understand, and not something that they have to try and interpret. Incredible as it may seem, they are still language barriers. Published tactics can hopefully overcome these barriers. This is when tactics will prove important. I cannot overstress, however, that ingenuity will win the next battle. Tactics will be the building block or cornerstone. The side that wins the next battle is not the side that is the most coordinated, but the side that is the least screwed up."

0-3, Air Squadron, Aviation Electronics Branch Officer

"I find it very hard to associate this questionnaire to the peculiar circumstances of this squadron and its mission. However I do feel that tactical competence must be improved."

O-4, Air Squadron, Training Officer

"Too long out of air community between squadrons. In my case May 74 - Jan 83. In that period tactical skills totally lost. Suggest more squadron tours. Desk top tactical trainers would be ideal!"

O-3, Ship, EWO

"In my opinion, tactics and tactical competency is given only lip service to a large extent. Training to fight must be a major objective during peacetime. If it is not, we will pay for that type of mistake during wartime. Militarily, we are not aggressive enough which, in part, explains why we place such great importance on sophisticated weapons and downplay tactical competency. Training and hands on experience are the keys to tactical competency."

O-4, Air Squadron, Safety Officer

"My particular command places great importance on tactics development and employment. I have the feeling however that little if any training is accomplished while on cruise. Consequently I strongly feel we should carefully pick our initial engagements to minimize losses and achieve the desired affect. Hope the battle group commanders feel the same way."

O-4, Ship, Flight Deck Officer

"Tactically, we on the flight deck are kept pretty much in the dark. I.M.C. announcements aid, some research and briefing of my troops aids 'what's going on - where are we' and a new OPS daily brief on t.v. has aided. Informing my troops just why all the sweat and toil is all about. Bravo!"

O-4, Air Squadron

"Poor coordination/communications between ship and airwing hinders effective training accomplishment and feedback."

O-3, Air Squadron, NFO Training Officer

"Too much emphasis on ground jobs instead of warfare specialty."

0-4, Air Squadron, ASW OPS Officer

- "1. OTC's are not familiar with other platforms' tactical doctrine/capabilities.
2. A desk top tactical trainer would be great!
3. The Navy needs to concentrate more on making war and less on human rights/EE0/drug rehab, etc."

0-4, Air Squadron, Operations Officer

"Battle Group OPS

- We need to get the Battle Group together early on in the work up cycle, i.e., have CV and surface combatants together from day one.
- All too often we only get one chance to conduct an exercise. I think it would be better to conduct an exercise, evaluate the results, see how we could improve our performance, and then do it again.
- Battle Group coordination with non-organic units (P-3, SSN's) is weak.
- In the last three years, I have had the opportunity to work with each East Coast CARGRM staff and with one CRUDESGRU staff. The good staffs were those with an enthusiastic, go for it, two star; and tactically competent staff members. I think a poor Battle Group staff causes a great many of our Battle Group problems."

0-5, Ship, OPS

- "- Fleet still overcome by Administrative paperwork requirements that is a waste of time.
- Staffs tend to not seek out mistakes from others.
- Too many rice-bowls!!"

0-5, Ship, WEPS Dept Hd

"On previous sea tour as Squadron Dept Hd dollars prevented attending tactical schools."

#### 0-4, Air Squadron

"A big hindrance is not having remained in the community throughout my career. I found myself tactically and flight proficient wise well behind my peers who remained in the community."

#### 0-5, Ship, Safety Officer/(OOD underway)

"Present emphasis on BG OPS and inter-service OPS is right and long over due. The negative aspect is that the push to pursue combined OPS during work-ups consistently short-changed training of our embarked Air Wing. At a time when we should have been engaged in heavy cyclic air-OPS to build wing competence and confidence, we were involved in special exercises which cut into fundamental training. Now, under poor operating conditions, the wing is not performing to the level it should. We must walk before we run. During early and mid training cycle may be the time to pull key battle-group 'players' off the ships and work them together in some kind of B.G. computer simulator while the units train in basic seamanship and airmanship."

#### 0-5, Air Squadron, Maintenance Officer

"Perception - Navy, fleet, wing, squadron hold the ideal of tactical competency as very important.

Reality - The amount of time it takes to do my non-tactical job (maint off) precludes spending the time to become really tactically competent (including thorough knowledge and employment of weapons system and threat capabilities). The paperwork must go on!"

#### 0-4, Operations Officer

"The combination of admin requirements and lack of funding\* has created a 'survival syndrome' in Navy middle managers. We spend almost all of our time just getting the 'machine' to operate i.e. the gun won't shoot, the aircraft won't fly, the screw doesn't turn and there isn't a part to fix it and even if there was there isn't anyone trained to install it.

"Battle Group commanders rely heavily on their staffs for planning and execution of tactical training (exercises). These staff members are products of the system described in paragraph one and usually are less than adequate tacticians themselves. Mismanagement of tactical assets and almost humorous placement of priorities is the standard rather than the exception in major fleet exercises.

"Unfortunately, the only event that will rearrange priorities (at all levels) is a war (we can't even learn the error of our ways from our cousins the Britts)."



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